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AMERICAN PHONOGRAPHY

BY

WILLIAM LINCOLN ANDERSON

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DORCHESTER HIGH SCHOOL, BOSTON, MASSACHUSETTS

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P R E F A C E

This book contains a complete exposition of that method of phonography which is called "American" on account of its widespread use in the country of its adoption. One of the objects which the author has kept in mind has been the incorporation into this work of the best and newest features which American phonographers of the Pitmanic school have produced. The great utility and adaptability of Pitmanic shorthand cannot be questioned.

It has been the purpose of the author to make this volume a unit which should contain all the material that is essential for the development of the finished phonographer. To accomplish this, the following features have been introduced: (1) a phonetic introduction, as the means by which the student may be led from illogical and inconsistent spelling to logical and consistent sound writing; (2) a complete presentation of both the amanuensis and reporting styles of phonography, in which technical terms are carefully avoided; (3) a section containing the differing features of the other standard Pitmanic systems as "optional expedients," which affords an opportunity for teachers to use those principles for which they may have a preference; (4) a section of eighty pages of graded supplementary material, consisting of word exercises, sentences, letters, and general dictation matter taken from standard works.

Although this book contains several new features, the author would emphasize the attempt that has been made throughout the book to have hand training, so necessary to success in shorthand, keep pace with mind training. The value of exercising a great degree of care is repeatedly brought to the attention of the student. At the end

of each section special speed drills are arranged, which are to be practiced until a satisfactory rate of speed has been attained before succeeding principles are undertaken. Shorthand penmanship exercises, or hand drills on outline combinations, have been introduced in each part because of the great need of developing ease of execution and facility in forming outlines.

It is believed that certain pedagogical principles which are a feature of this book will prove to be of great value. In presenting the shorthand alphabet, the consonant sounds are expressed by a method of phonetic spelling which uniformly employs the most obscure vowel sound. The short sound of *u*, rather than a variety of vowel sounds, is used for this purpose. This is conducive to sound writing. Furthermore, the principle of proceeding from the known to the related unknown has been followed in presenting a more abbreviated method of expressing that which previously has been represented by an elementary form. For instance, before the introduction of the semicircle for *w* the pupil is informed that there is to be such an abbreviation, but the rules for the continued use of the stroke *w* are first given and amply illustrated. This general principle is followed in introducing all methods of abbreviation. All word signs are given in connection with the principle to which they are related, and when thus introduced each is presented as an arbitrary sign, a contraction, or an outline with the vowels omitted. At the end of each part these signs are gathered in a review list, and later all word signs are placed in one alphabetic list. Principles of phonography which have been found very difficult to acquire have been divided and placed in different parts of the book, the simpler portion of the subject being treated and mastered before that which is complex.

Those who use this book should bear in mind that the sentences which are introduced as exercises on the signs and principles have practical rather than literary value.

The lessons herein contained have been left without numbers because it is thought that greater freedom of action on the part of

the teacher is thus made possible. In general, however, it may be said that the centered headings in large capitals mark what are thought to be convenient and practical assignments for lessons.

In reading the proof of the text, valuable assistance was rendered by Mrs. Isabel C. Barrows, of Tompkinsville, N.Y., and Mr. John H. Moore, of the Charlestown High School, Boston. To the latter, my constant friend and successful colaborer in commercial work, my warmest thanks are due for his unflagging interest in the development of every feature of the book and his self-sacrificing care in reading most discriminatingly everything that was presented for his perusal.

In accomplishing this task I was greatly aided by Miss Mary A. Leavens, of the Dorchester High School, Boston, who read the original manuscript and made helpful criticisms on the English.

My grateful thanks are also due to the following persons and publishers, who generously permitted the use of selections from their writings and books. From the publications of Messrs. Ginn & Company I had the privilege of drawing with marked freedom. The A. Flanagan Company, of Chicago, furnished the very attractive selection "The North Story of how the Robin got its Red Breast"; C. P. Farrell, of New York, kindly allowed the use of "A Vision of War," from the writings of Colonel Robert G. Ingersoll, and Mrs. L. L. Dame, of Medford, Mass., the use of "The Washington Elm." The selections from the writings of John Burroughs, Oliver Wendell Holmes, and Henry D. Thoreau are used by permission of and by special arrangement with Messrs. Houghton, Mifflin & Co., of Boston.

WILLIAM LINCOLN ANDERSON

BOSTON, MASS.

March 19, 1905

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Handwriting practice sheet

Handwriting practice sheet with multiple rows of cursive and printed text. The text is mostly illegible due to the quality of the scan, but appears to be a series of lines for practice, possibly containing names or words. The handwriting is cursive and slanted.

CONDENSED TABLE OF PHO

Consonant Alphabet of Phonography	As the prospective traveler to a strange country economizes time, energy, and nervous force, do well to consult this chart, observe the difficulties, notice the intricacies, and wisely resolve to do better. This table should prove useful to both pupil and teacher as a basis for reviews and comparison, line, designated by a number. As each principle, or deviation from it, is treated in a separate line, by tracing across lines 7 and 17 a somewhat comprehensive view of all abbreviating expedients in the stroke at the beginning of the line.																	
	Sound	Stroke	suh	suh	ses	ses	stuh	stuh	stur	huh	huh	wuh	wuh	final wuh	yuh	final ur	final ur irregular	sub to final ur
puh																		
buh																		
tuh																		
duh																		
chuh																		
juh																		
kuh																		
guh																		
ruh																		
huh																		
thuh																		
(heavy) thuh																		
suh																		
zuh																		
um																		
ump or umb																		
un																		
ung																		
luh																		
yuh																		
ur																		
wuh																		
fuh																		
vuh																		
shuh																		
zhuh																		
			A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P

PHONOGRAPHIC ABBREVIATIONS

vous force by a previous study of maps, routes, and the character of inhabitants, so the student of phonography would solve to expend the time and care which are so necessary to its mastery. comparisons. Reference may easily be made to any abbreviation by speaking of its column, which is lettered, or its a separate column, the student can readily determine to which strokes any abbreviation is attached or applies. pedians may be gained. Add the sound for the abbreviation, found at the head of any column, to the sound given to

un	ph	in, en	in, en	final	final ul	sub to	un	un-eh	vuh	vuh-eh	shun	shun	un	ter, dar,	or or ter	final	un tub
sub	in, en	in, en	in, en	ul	irregular	ul	un	un-eh	vuh	vuh-eh	shun	shun	un	ter, dar,	or or ter	tub or	dph
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26										
P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	EE	FF	

2. The second part outlines the procedures for handling discrepancies. It states that any inconsistency found during the reconciliation process should be immediately reported to the supervisor. A thorough investigation must then be conducted to identify the source of the error and implement corrective measures to prevent future occurrences.

3. The third section details the requirements for the monthly financial review. It specifies that all department heads must submit a comprehensive report of their activities and expenditures by the 15th of each month. These reports will be used to assess performance and allocate resources effectively.

4. The fourth part addresses the security of financial data. It mandates that all sensitive information be stored in secure, encrypted databases. Access to these systems should be restricted to authorized personnel only, and regular security audits must be performed to ensure the integrity of the data.

5. The final section provides guidelines for the annual budgeting process. It advises that departments should submit their budget requests well in advance, allowing sufficient time for review and approval. The budget should be realistic and aligned with the organization's overall strategic goals.

AMERICAN PHONOGRAPHY

PART I

PHONETIC INTRODUCTION

1. Speech. The basis of phonography is speech. Speech is breath expelled by the lungs, variously modified in the throat and mouth. It is divided into two classes of sounds; namely, **vowels** and **consonants**.

A **vowel** may be described as voiced breath modified by some arrangement of the air passage, but without obstruction or audible friction. A **consonant** is a sound resulting from a momentary or partial stoppage of the breath or an audible friction in some part of the throat or mouth. In the consonants the narrowing or stopping of the air passage gives to the sound its essential characteristics, while in the vowels the mere arrangement of the mouth modifies the vocalized breath.

2. Sound Writing. As English spelling is most bewildering, inconsistent, and illogical, it is necessary to disregard it altogether in phonography and study only the sounds of words.

Our common spelling is confusing and troublesome for the following reasons: —

- a.* It contains numerous silent letters.
- b.* Many words sounded exactly alike are spelled quite differently.
- c.* Many of the letters of the alphabet have a variety of sounds.
- d.* A variety of letters often produces the same sound.

3. Silent Letters. These may be either vowels or consonants, and may occur at the beginning, middle, or end of words.

SILENT VOWELS

- a. Initial:* (e)uphony, (E)urope, (A)esop, (e)ider, (e)uchre, (a)isle, (A)aron.
- b. Medial:* e(a)r, a(i)l, fle(e)t, ahe(a)d, ne(i)ther, ad(i)eu.
- c. Final:* te(a), ho(e), alo(e), cu(e), tre(e), dialog(ue), masq(ue).

SILENT CONSONANTS

- a. Initial:* (g)naw, (k)nock, (w)hole, (w)rong, (g)nu, (w)hom, (h)onest, (p)shaw.
- b. Medial:* a(l)ms, wou(l)d, ta(l)k, rei(g)n, de(b)t, s(c)ene, lo(d)ge, r(h)yme, diz(z)y, al(l)oy, e(t)ch, hei(gh)t.
- c. Final:* ra(y), ad(d), los(s), fal(l), bom(b), dum(b), hym(n), bric(k), mo(w), nei(gh), throu(gh).

EXERCISE I

Write a list of the silent letters in the following words:—

Cocoa, lamb, scent, adjutant, feud, cuff, gnash, school, pair, knit, talk, mnemonics, condemn, journal, pneumonia, acquisition, burr, rescind, itch, pour, navvy, wrung, Bordeaux, pay, fuzz.

As the list of letters is reviewed, what is noticed about it that is remarkable? Does it not offer a striking illustration of the inconsistencies of our spelling and the necessity of writing by sound?

4. Words Alike in Sound but Unlike in Spelling. Observe with care the great difference in the spelling of these words:—

Deer, dear; die, dye; owe, oh; isle, aisle; ought, aught; ate, eight; doe, dough; roll, rôle; piece, peace; nay, neigh; ode, owed; new, knew; pours, pores; wait, weight; colonel, kernel; air, ere, heir; site, cite, sight; I, aye, eye; vein, vane, vain; to, two, too; pear, pair, pare.

EXERCISE II

Write after each of the following another word pronounced like it but with different spelling, and after each of the last five write two such words :—

See, hole, fair, slay, no, lie, gate, road, dun, sell, been, beer, choir, one, knows, rite, reign, yew, raze, rowed.

5. Letters varying in Sound. Letters and combinations of letters are variable in their sounds. Notice with care these differences in the same letter or letters.

VOWELS

- a lane, man, wall, ah, any, wan.
- e he, ten, where, stern.
- i in, wine, first, pique.
- o hole, on, none, to, nor.
- u tune, up, rule, full.
- oo soon, good, blood, door.
- ou out, soul, you.

CONSONANTS

- c cat, cease, ocean.
- d leagued, soldier, leaked (*ed* = *t* in this word).
- g get, gem, régime (*g* = *zh* in this word).
- s see, as, sugar.
- x vex, Xerxes, example (*ex* = *egz* in this word).
- y yes, dry, ditty (*y* = short *i* in this word, not long *e*).
- ch child, chaise, choir, spinach (*ch* = *j* in this word).
- gh ghost, laugh, hiccough (*gh* = *p* in this word).
- th thick, this, Thames.

c, *s*, *t*, and *w* when followed by *h* are changed in sound: cat, chat; sun, shun; ten, then; wail, whale.

EXERCISE III

Write a list of words containing three sounds of *a, e, i, o, u*; and two sounds of *c, d, g, s, x, ch, gh, th*.

6. Variety of Letters with Similar Sounds. Another difficulty encountered in our ordinary spelling is due to the fact that different letters or combinations of letters may produce the same sound.

Study carefully the following lists of vowels and consonants until this fact is impressed on the mind : —

VOWELS

- a** *ate, ere, aye, eight, air, obey.*
- e** *meter, creed, read, relieve.*
- i** *high, ally, eye, aye, guile, cried, aisle.*
- o** *ore, doe, oats, mow.*
- u** *tune, feud, ewe, you, hue.*
- u** (short sound) *cup, none, tough, earth, fir.*
- e** (short sound) *fed, says, again.*
- i** (short sound) *gild, finny, guild, honey.*
- oo** (short sound) *put, foot, could.*
- oi** *oil, boy, buoy.*
- ow** *cow, out, sauerkraut.*
- aw** *salt, lord, awl, fault, sought.*

EXERCISE IV

Write three words, if possible, as illustrations of the variety of ways in which each of the sounds represented by the following letters may be spelled: *oi, aw, ow*; the long sounds of *a, e, i, o, u*; and the short sounds of *e, i, u*, and *oo*.

CONSONANTS

- f** *fast, cuff, sulphur, laugh.*
- g** *get, egg, catalogue, ghoul.*
- k** *king, column, back, ache, masque.*

- j *jaw, gem, soldier.*
 s *list, fuss, are.*
 t *met, witty, mocked* (*ed = t* in this word).
 z *zone, is, lives.*
 sh *she, machine, nation, ocean.*
 zh *azure, treasure, rouge* (*g = zh* in this word).

EXERCISE V

Write three words for each of the following letters, in which the sound suggested by the letter is expressed in three different ways :
f, g, j, k, s, t, z.

EXERCISE VI

Write the following phonetic reading exercise in correctly spelled English. Notice carefully the difference between spelling by sound and by our ordinary method of spelling.

Doo yoo no hwot this iz? This iz a kuntri skoolhaus. It haz onli wun room, and thar iz but wun wa too entur it. Both boiz and gurlz go in and aut ov the sam dor. The stepz ar az wid az the haus, and thar iz wun windo on ech sid ov the dor.

I wundur hwethur thar iz eni skool in seshun nau. I supoz sum ov the skolarz kum from grat distansez, for most ov the pupilz ov the skool liv on larj farmz, and tha atend skool in the wintur tim onli. Az a uzhuall thing, good pupilz go too skool everi da.

Thar ar meni trez in the skool yard, and tha mak it a shadi plas.

EXERCISE VII

Write the following easy selection, using spelling in which the combinations of letters shall be as near the sounds of the words as possible :—

Jack was a young dog that was very good to the boys who knew him. The boys would pat and tease and pull him, but Jack would

not get angry. The boy who owned him was named John, and he and Jack were very fond of each other. In the winter John would hitch him to a sled and he would pull John rapidly over the snow. Jack would chase the cows home at night, and in this way he was very useful. Many dogs are worth a large sum of money, and some wealthy men spend much time and money on them. You can never tell when a faithful dog will do some good deed for you, so you should treat him kindly at all times.

EXERCISE VIII

Write the following phonetic reading exercise in correctly spelled, well-written English. Notice that it is necessary to use the same character for several sounds of the same letter, and this is especially true of the vowels. Observe the *a* in *gras*, *faln*, *larj*, and *grat*.

This iz a fotograf ov a fin haus in the kuntri. Yoo wil notis that thar ar feldz ov gren gras about this hom, and that a wid rod pasez bi it. Thre litl boiz liv in this haus and tha enjoj plaing in the shad ov the larj trez yoo se ner thar hom. A par ov robinz uzhuall bild thar nest in the grat chesnut tre in frunt ov the haus. Tha ar so tam that sumtimz tha wil et krumz aut ov the handz ov the boiz.

The fathur ov thez boiz onz a fin larj hors namd "Silvur Gra." He iz veri jentl and eni child kood rid him. Altho he iz ajed he kan trot about az briskli az a yung hors.

Ner the haus thar iz a larj lak, on hwich the boiz luv too ro thar bot. Boiz shood lurn too swim befor tha lurn too ro a bot, then thar iz les danjur ov being draund. Wun da thar fathur, hoo swimz veri wel, savd the lif ov a man hoo had faln intoo the lak.

On varius partz ov this farm ar too be sen apl, pech, and cheri trez, az wel az pigz, kats, kauz, ges, duks, shep, and uther animalz.

Eni wun hoo enjoiz the kar ov animalz wood be delited too spend sum tim on this fin farm. Sum da thez thre boiz wil bekum the ournz ov this valuabl plas.

7. General Phonographic Principles. The preceding careful study and drill on sounds will have prepared the student for the following general statements: —

a. Phonography should provide a separate sign or character for each simple sound.

b. The combinations *ch*, *th*, *sh*, *zh*, and *ng* should be represented respectively by a separate sign or character, as they do not have the full sounds of the letters that compose them, but do have a single and indivisible sound.

c. All repeated letters, since they represent but one sound, should be expressed by one sign or character.

d. No silent letters should have representation.

e. A separate sign or character should be provided for each sound of every vowel, as each of them has two or more sounds.

f. Words pronounced alike but spelled differently should be written in precisely the same manner, and the meaning gathered from the context, or the thought contained in the words preceding and following, as is done in conversation.

g. A constant review of spelling should be maintained during all phonographic study, in order to overcome the tendency to misspell, due to the fact that spelling is necessarily disregarded in phonography.

8. Diacritical Marks. The student will do well to become familiar with the following diacritical marks, or marks to distinguish between different sounds of the same letter. This knowledge will be found useful when consulting a dictionary (which should be done frequently in shorthand study), and will be necessary to a clear understanding of this work.

Those sounds which are so nearly alike that only a scientific scholar would need to make distinctions, are grouped under one sound in all systems of shorthand. A comparison is made in the following table in two lists. In the first column the diacritical marks are taken from Webster's International Dictionary; in the second the marks that are necessary for shorthand work are given.

TABLE OF DIACRITICAL MARKS

WEBSTER		PHONOGRAPHY
ā, as in <i>ale</i>	}	ā, as in <i>ale</i> .
â, as in <i>air</i>		
ǎ, as in <i>am</i>	}	ǎ, as in <i>am</i> .
ä, as in <i>ask</i>		
ä, as in <i>arm</i>		ä, as in <i>arm</i> .
a, as in <i>all</i>		a, as in <i>all</i> .
ē, as in <i>eve</i>	}	ē, as in <i>eve</i> .
ĕ, as in <i>event</i>		
ĕ, as in <i>end</i>		ĕ, as in <i>end</i> .
ē, as in <i>earn</i>		ē, as ū in <i>up</i> .
ī, as in <i>ice</i>	}	ī, as in <i>ice</i> .
î, as in <i>idea</i>		
ï, as in <i>ill</i>		ï, as in <i>ill</i> .
ō, as in <i>old</i>	}	ō, as in <i>old</i> .
ô, as in <i>obey</i>		
ô, as in <i>orb</i>		ô, as a in <i>all</i> .
ǫ, as in <i>odd</i>		ǫ, as in <i>odd</i> .
ū, as in <i>use</i>	}	ū, as in <i>use</i> .
û, as in <i>unite</i>		
u, as in <i>rude</i>		u, as oo in <i>food</i> .
u, as in <i>full</i>		u, as oo in <i>foot</i> .
ũ, as in <i>up</i>	}	ũ, as in <i>up</i> .
û, as in <i>urn</i>		
oo, as in <i>moon</i>		oo, as in <i>moon</i> .
oo, as in <i>foot</i>		oo, as in <i>foot</i> .
ÿ, as in <i>pity</i>		ÿ, as i in <i>ill</i> .

9. Obscure Vowels. Unless there is some definite understanding about the treatment of obscure vowels, there will always be disagreement between the teacher and some members of the class.

Students of phonography constantly differ as to the vowel sounds that are heard in certain words. For instance, the second vowel heard in the word *baggage* is thought by some to be $\bar{a}$; by others, $\check{e}$; by still others, $\check{a}$. It is sufficient for all practical purposes if the student uses the vowel as it sounds to him, but for the work in the class room a definite rule is necessary.

Authorities on pronunciation disagree as to the sound of certain obscure vowels. These differences may be found under discussion in the introductory part of Webster's International Dictionary, where numerous words may be found which contain obscure vowels in the second syllable. For instance, vowel *a* is illustrated on page lxi, paragraph 48, in *botany*, *salary*, *village*; vowel *e*, page lxii, paragraphs 78, 90, and 95, in *society*, *several*, *heaven*; vowel *i*, page lxiii, paragraph 104, in *visible*, *horrible*, *visibility*; vowel *o*, page lxiv, paragraph 124, in *actor*, *atom*, *felon*. A uniform rule is necessary, and the following suggestion will probably be found to be a practical and helpful one:—

To indicate an obscure vowel, use a vowel sign which represents the letter of the alphabet to be expressed, employing the sign which most nearly represents the sound of the obscure vowel. For instance, in the word *botany*, give *a* the sound of $\check{a}$; in *society*, *e* the sound of $\check{e}$; in *visible*, *i* the sound of $\check{i}$; in *actor*, *o* the sound of $\check{o}$. This is a uniform rule, and is accurate enough for all practical purposes. It must be borne in mind that, although the individual student may use the sound as it impresses him, the teacher must have a uniform method of representing these disputed sounds.

Before *r* some vowels take the sound of $\check{u}$ as in *up*. For instance, the vowel *e* is so sounded in *err*, *her*, *infer*; *i* in *fir*, *bird*, *irksome*; *o* in *word*, *work*, *worm*. In such cases it is well to treat these vowels uniformly as $\check{u}$, and thus remove any doubt.

PART II

CONSONANTS AND VOWELS

STRAIGHT STROKES

10. Sound Alphabet. In order to meet the demands of shorthand work, the sound alphabet should conform to certain natural requirements; namely,

a. As far as possible, each sound should be represented by one simple character. The simplest characters possible are short straight or curved strokes and small dots and dashes.

b. The sounds that occur most frequently should be represented by those strokes that are most easily written.

c. When sounds have a strong resemblance or relation to each other, characters which have a strong resemblance should be selected to represent them.

11. Straight Strokes. There are ten straight strokes which are used to represent consonant sounds.

These strokes are written and pronounced as follows:—

Sound Name	<i>kuh</i>	<i>guh</i>	<i>puh</i>	<i>buh</i>	<i>tuh</i>	<i>duh</i>	<i>chuh</i>	<i>juh</i>	<i>ruh</i>	<i>huh</i>
Sign	—	—	\	\			/	/	/	/
Use	<i>cull</i>	<i>gull</i>	<i>pug</i>	<i>bug</i>	<i>tug</i>	<i>dug</i>	<i>chunk</i>	<i>junk</i>	<i>rug</i>	<i>hug</i>

12. Method of Learning. These strokes should be thoroughly memorized, and then written repeatedly and with great care until the hand executes them neatly and with absolute uniformity as to length,

slant, and shading. *Ruh* and *huh* are written upward. It will be observed that light strokes represent light sounds, and heavy strokes, heavy sounds. All the early lessons should be treated as drawing rather than writing lessons. Study the following simple diagrams until a lasting mental impression is secured. The diagrams should be drawn at least ten times, or oftener if their perfect mastery demands it. The names and arrows need not be drawn, but great care should be taken to write each stroke in its proper direction.



13. Direction. These strokes are never written except in the directions indicated by the arrows,—two to the right, six downward, and two upward. *Chuh* and *ruh* are written at different angles $\diagup$ and in different directions $\nearrow$. *Huh* should be written with the same slant as *ruh*, and the small hook should begin with a horizontal movement to the left; thus, $\leftarrow$ $\nearrow$; not $\swarrow$. This is done to avoid curving the stroke, for if curved it would be an entirely different shorthand character.

14. Shading. Make light strokes very light and heavy strokes only dark enough to make a clear distinction between them and the light ones. Never retrace shaded strokes; they must be written by one stroke of the pen.

15. Length. The length of strokes should be about one fifth of an inch. This length should be diminished, rather than increased, as proficiency is attained.

16. Distinguishing *Guh* and *Juh*. *Guh* is hard *g*; *juh* is either soft *g* or *j*. Do not confuse them. Compare *gun* with *gin*, *gust* with *gist*, and the two sounds of *g* in the word *baggage*.

17. Exercise on Straight Strokes. First read Exercise I through with care (reading by sound, not by letter), at the same time tracing the strokes with a dry pen point or the tip of a penholder. Next, write

a number of neat, perfect copies of the whole exercise. Do not presume to stop practicing on it until every stroke is thoroughly memorized and can be neatly, easily, and rapidly executed. Hand training is fully as important as head training. Each copy should be an improvement on the preceding one.

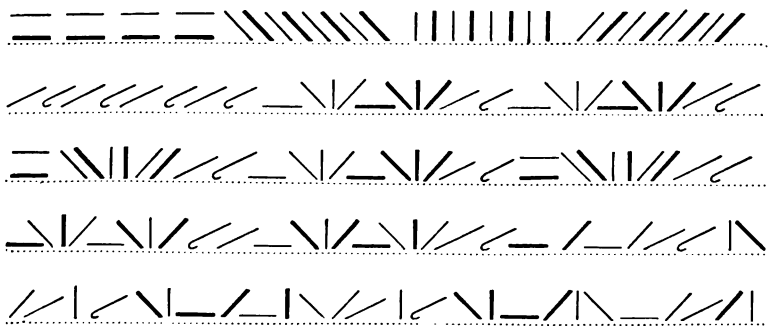
Be careful to observe four important points with regard to each stroke; namely, *slant*, *shading*, *length*, and the *direction* in which it should be written.

Do not grasp the penholder tightly. That is useless effort and will produce muscular trouble. Turn the holder slightly to the left to draw *guh*.

The strokes in this exercise are written between lines. Shorthand characters are always written with reference to the line. This gives the student better opportunity to judge of the accuracy and uniformity of the slant and length of the strokes.

Endeavor to make each copy better than the preceding one. At each stage of the work the student should be a severe critic of his own work. Set a very high standard of excellence and strive toward that standard always. Even when one's best is done there probably is much yet to accomplish.

EXERCISE IX



LONG VOWELS

18. Vowel Scale. Owing to the fact that each of the regular vowels has two or more different sounds, a vowel scale representing twelve distinct sounds is necessary. In shorthand outlines, vowels are not so important an element as consonants; therefore they are expressed by less prominent characters than the strokes. Dots and small dashes written beside the strokes are used for this purpose; light dots and dashes represent short sounds, and heavy dots and dashes represent long sounds.

19. Vowel Sounds. The six long vowel sounds are found in the words *lāa, lāy, lā, law, lōw, lōō*.

20. Vowel Position. The exact sound represented by a dot or dash depends upon its position in relation to the consonant stroke; that is, it is placed at the beginning, middle, or end of a stroke. Those placed at the *beginning* are *first-place* vowels; those at the *middle*, *second-place*; those at the *end*, *third-place*.

21. Vowel Signs. To illustrate these six vowels, their signs are here placed on six *tuh* strokes.

Observe that the dots and dashes are written close to the strokes, but that they do not touch them.

TABLE OF LONG VOWELS

ē, as in <i>be</i>	]	ā, as in <i>law</i>	]
ā, as in <i>bay</i>	]	ō, as in <i>low</i>	]
ä, as in <i>bah</i>	]	oo, as in <i>loo</i>	]

22. Writing Outlines in Position. The four points upon which we rely for the correct reading of shorthand characters are the sounding of the consonant outlines (sometimes called the "skeletons" of words), the writing of vowels, the aid which context gives, and writing outlines in position. Of these, position writing only needs explanation.

23. Rules for Position Writing. The outline of a word is placed in position according to its vowel. If the word contains more than one vowel, it is given position according to its accented vowel.

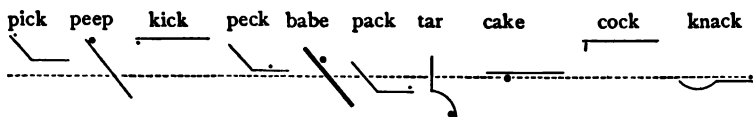
Students should not undervalue the ability to write outlines in position, unhesitatingly and unerringly. The practice of writing in position should be persevered in most earnestly, as it will aid in developing accuracy and quick decision. The following rules are to be most carefully observed :—

a. When the vowel of a word is of the first place, write the first ascending or descending stroke above the line.

b. When the vowel is of the second place, write the first ascending or descending stroke so that it rests on the line.

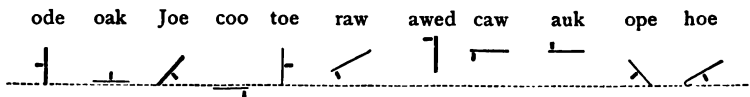
c. When the vowel is of the third place, write the first ascending or descending stroke through the line.

d. An outline with horizontal strokes only is written above the line if the vowel is of the first place ; so that the outline rests on the line if the vowel is of the second place ; entirely under the line if the vowel is of the third place.

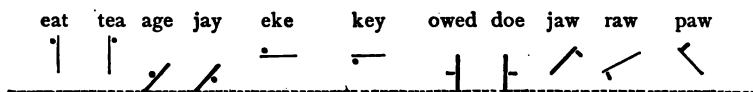


24. Use of Position. Hereafter all work should be written in position, according to the foregoing rules, even when the vowels are written, so that the student may become accustomed to position writing.

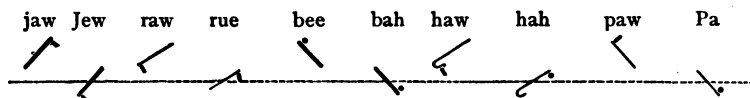
25. Direction of Dash Vowels. Dash vowels are written at right angles with the general direction of the strokes.



26. Order of Reading. In phonography, as may be observed from these illustrations, the order of reading is precisely as in longhand — from top to bottom or from left to right. Therefore, when a vowel sign is placed on the left of an ascending or descending stroke, or above a horizontal stroke, it is to be read first; if it is placed on the right of an ascending or descending stroke, or below a horizontal stroke, it is to be read after the stroke. Thoughtfully observe this rule as illustrated in the following words:—



27. Third-Place Vowels. Notice that third-place vowels are written at the end of strokes, not necessarily at the bottom. Upward strokes demand the sign for the third-place vowel at the end.



Do not make any vowel sign very heavy, but remember that these six must be written heavy enough to distinguish them from the six light dots and dashes that are yet to be given.

28. Exercise on Long Vowels. In writing the following words into neat shorthand outlines, first determine the sounds of each word by pronouncing the word very slowly, paying no attention to its spelling; thus, bay, *buh-ā*; toe, *tuh-ō*; too, *tuh-ōō*; each, *ē-chuh*; paw, *puh-ā*; bah, *buh-ā*. Having determined the sounds of a word, next write the stroke, being certain that the correct one is used. Then write the proper vowel sign in its proper place on the stroke, being careful to place it before the stroke, if it occurs first; after, if it occurs last.

Write the shorthand outlines beside a neatly arranged and carefully written longhand list of these words, arranging them in columns and numbering exactly as in the list. Do this in all writing exercises.

EXERCISE X

1. eat	11. hay	21. eke	31. ray
2. tea	12. hoe	22. Joe	32. chew
3. aid	13. age	23. gay	33. daw
4. day	14. jay	24. pah	34. auk
5. oak	15. ode	25. jaw	35. Poe
6. coo	16. dough	26. toe	36. ope
7. Abe	17. paw	27. bay	37. Ego
8. beau	18. bah	28. doe	38. oho
9. caw	19. tow	29. Coe	39. O'Day
10. pea	20. ate	30. rah	40. haw

29. Teacher's Dictation Exercise. Tee, chew, age, jay, pay, ape, jaw, Jew, pooh, Poe, hay, haw, roe, Ray, go, aid, bee, chaw, eight, toe, oat, day, daw, ope, key, Abe, bow, eke, raw, paw, caw, ache, Coe, Dee, oak, aha, Ego, obey, oho, oboe.

CURVED STROKES

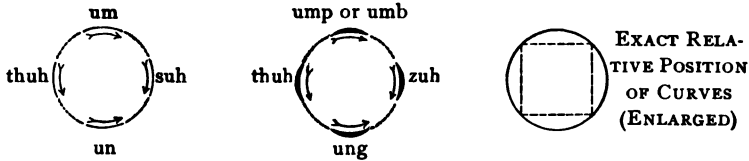
30. Vertical and Horizontal Curved Strokes. The remaining sixteen consonant sounds are all expressed by curved strokes. They will be more easily learned if mastered in two sections of eight each.

They are represented and pronounced as follows :—

Sound name	<i>um ump (or umb)</i>	<i>un</i>	<i>ung</i>	<i>thuh</i>	<i>thuh (heavy)</i>	<i>suh zuh</i>
Sign						
Use	chum chump (umber)	sun	sung	lath lathe		bus buzz

31. Stroke for Ump and Umb. The stroke for *ump* is used for two sounds, for the reason that it is not needed for any simple sound and because the strokes for *um* and *puh* join awkwardly. The same stroke is for the same reasons used to express the union of *um* and *buh*. The words containing these sounds are comparatively few hence there is little difficulty in determining which is intended.

32. Method of Learning. Memorize these strokes by the use of these simple diagrams—light and shaded arcs, or portions of a circle. The dotted lines represent the eight strokes yet to be learned. The eight strokes now presented are always written in the directions indicated by the arrows; four to the right, four downward.



33. Two Sounds of Thuh distinguished. In order to make a distinction between the two sounds of *thuh*, in the future when the heavy sound is referred to it will be printed thus, *thuh*. *Suh* and the light stroke for *thuh* have a distinct hissing sound, but their mates have voiced sounds. The difference between light and heavy *thuh* may be observed in the words *thin*, *then*, *bath*, *bathe*. The pen should be turned slightly to the left in writing *ump*, as in *guh*.

34. Writing Vertical Curves. Be very careful to make *thuh*, *thuh*, *suh*, and *zuh* perfectly upright; otherwise, they will resemble some of the strokes that are yet to be introduced. To overcome a tendency to slant them, it is well to write a series of *tuh*'s and place these four strokes on them.



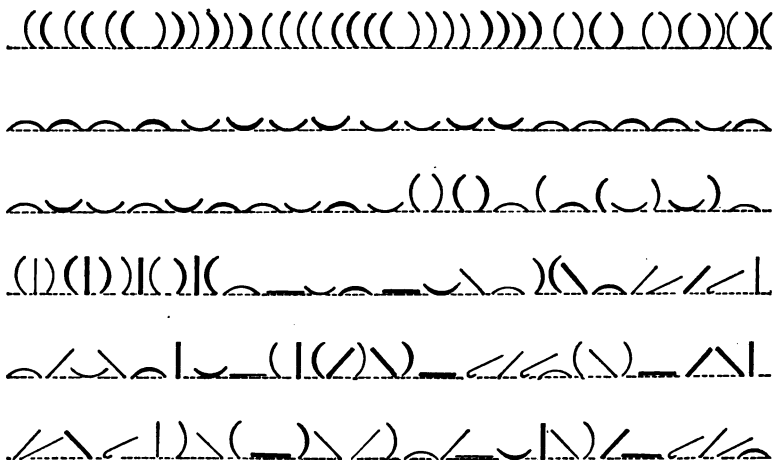
35. Shading Curved Strokes. All shaded curved strokes should be made thickest at the middle, with light ends.



36. Exercise on Consonants. Read the following exercise through, tracing and reading by correct sounds, then write several perfect copies. Remember that the successful mastery of the alphabet,

mentally and manually, means a good foundation for future work. Do not make the strokes longer than in the exercise. Be careful about uniformity of length and shading. Make curved strokes somewhat flat, rather than deeply arched.

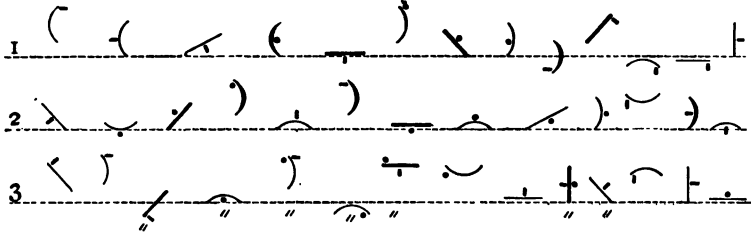
EXERCISE XI



37. Proper Names. Two parallel marks beneath an outline indicate a proper name; thus, *Sioux* .

38. Transcribing from Shorthand. Make a carefully written translation of the following reading exercise after sounding and tracing each word. Arrange the list neatly, so that it may be easily examined. Do this in all subsequent exercises. Remember that neat and careful penmanship, always persevered in, leads to better control of the hand in shorthand work. Be very careful with the spelling; consult a dictionary without hesitation, and frequently, if necessary. If one cannot spell correctly, or is not willing to work in order to make himself a good speller, he has but little hope of success in shorthand work.

EXERCISE XII



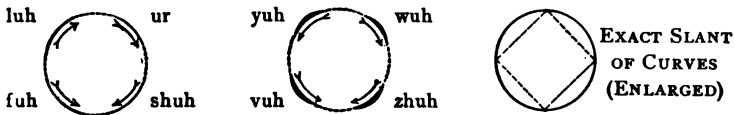
Do not proceed unless perfectly familiar with the eighteen consonants already presented. Mastery now means no review later on; and no confusion with the remaining strokes of the alphabet.

39. Inclined Curved Strokes. There are but eight consonant strokes yet to be mastered.

They are represented and pronounced as follows:—

Sound	<i>luh</i>	<i>yuh</i>	<i>ur</i>	<i>wuh</i>	<i>fuh</i>	<i>vuh</i>	<i>shuh</i>	<i>zhuh</i>
name								
Sign								
Use	<i>learn</i>	<i>yearn</i>	<i>urn</i>	<i>won</i>	<i>fun</i>	<i>vain</i>	<i>shun</i>	<i>azure</i>

The former diagrams may be adapted, with changes, to a study of these eight consonants. The dotted lines represent the consonants recently mastered. It will be noticed that *luh* and *yuh*, as well as *ur* and *wuh*, are not closely related in sound, or mated, as are all the other consonants except *ruh* and *huh*.



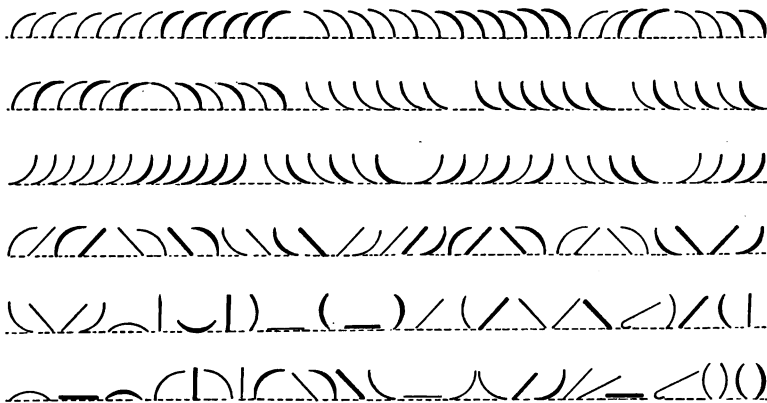
40. Direction of Luh. Do not fail to notice that of these eight strokes, *luh* only is written upward. Observe, also, that *luh*, a light stroke, is written upward; while its mate, *yuh*, a heavy stroke, is written downward. Do not fail to remember and practice this. *Ur* is another form of *r*. *Ruh* is used in such words as *rub* and *berry*,

where a vowel follows the *r*; *ur* is used in words like *urn* and *fur*, where a vowel precedes the *r*.

41. Breath Sounds. *Fuh* and *shuh* have a distinct hissing sound, while their mates have voiced sounds. This makes, in all, four hissing, or breath sounds, in which the breath is blown through the teeth or lips — *suh*, *thuh*, *fuh*, and *shuh*.

42. Exercise on All the Consonants. Read and trace Exercise XIII with care, naming each sound. Next write several absolutely perfect copies, using great care with regard to uniformity of size and correctness of slant. Do not write one character in the wrong direction.

EXERCISE XIII

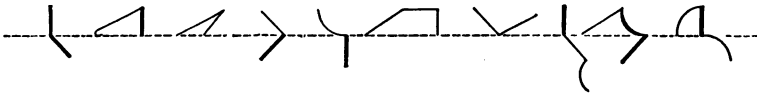


43. Review. If each consonant stroke and sound is now thoroughly mastered by both mind and hand, a good foundation for further study has been laid; if not, it is needless to proceed, as the study of phonography cannot be successfully pursued without a thorough knowledge and control of the entire alphabet. Until it is completely mastered, review, review, review, and let all else be forgotten until that is accomplished.

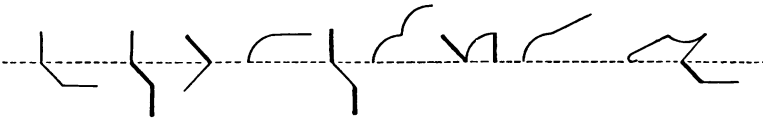
JOINED CONSONANTS

44. Rules for joining Strokes. Comparatively few words are written with but one consonant stroke ; many words require from two to five strokes to form the "skeleton" of the word. The following rules for joining consonants are very important : —

a. When consonants are to be joined, never lift the pen until all the strokes of the word have been written, each in its proper direction, the second beginning where the first ends, the third commencing where the second ends, etc. Insert vowels after the outline is finished.



b. The first upward or downward stroke should rest on the base line, and attached strokes may go where they must, without regard to the line.



c. Outlines containing only horizontal strokes should rest on the line.



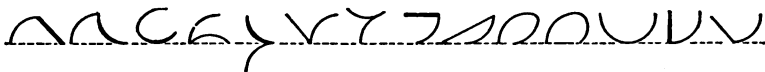
d. When two strokes join without an angle, they should be made with a continuous motion, light strokes being tapered into heavy, or heavy strokes into light ones.



e. When an outline begins with a horizontal, followed by a descending stroke, the horizontal stroke should be written high enough to allow the descending stroke to rest on the base line.



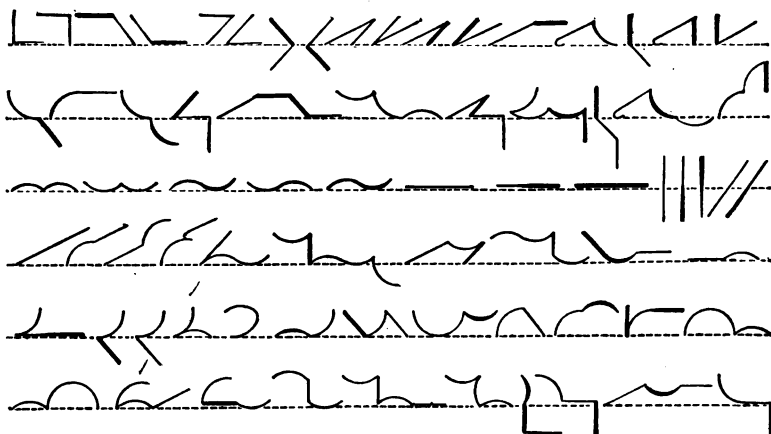
f. When standing alone, *luh* is always written upward and *shuh* downward, but when joined to other strokes they may be written either upward or downward. This is done to give good, clear angles.



The foregoing principles should be thoroughly understood before Exercise XIV is attempted.

45. Exercise on Joined Consonants. Sound, trace, and make several perfect copies of the following exercise :—

EXERCISE XIV



46. Review. If the work thus far performed has been executed with thought and care, and according to directions, every stroke is perfectly familiar, the hand executes it readily, accurately, smoothly, it is joined to other strokes properly, and written with a proper regard to the base line. If these results have not been attained, review is absolutely necessary.

47. Common Errors on Consonants. A list of the most common errors made by beginners in phonography, if carefully considered, ought to be of great service to the student.

The following are common errors on consonant strokes:—

a. Failing to slant *puh*, *buh*, *chuh*, *juh*, *fuh*, *vuh*, *shuh*, and *zhuh* sufficiently.

b. Failing to write *tuh*, *duh*, *thuh*, *thuh*, *suh*, and *zuh* perfectly upright.

c. Failing to write *chuh* downward or *ruh* upward.

d. Writing any stroke except *ruh*, *huh*, or *luh* upward when standing alone.

e. Writing *yuh* upward because *luh* is so written.

f. Curving the *huh* stroke.

g. Mistaking *guh* for *juh*, or vice versa.

h. Lifting the pen before finishing all the strokes in a word.

i. Beginning a horizontal stroke on the line when it is followed by a descending stroke.

j. Failing to have it clearly settled in the mind when a vowel is definitely and certainly placed before or after a stroke.

k. Tendency to write the first stroke of a word, and then a vowel which follows it, rather than finishing all the consonants and then placing the vowels.

l. Failing to appreciate the fact that, as the consonants represent a new alphabet, great care must be used in memorizing the strokes, and greater care in writing them. Remember that it is control of hand that bothers most shorthand pupils, and practice accordingly.

WORD SIGNS

48. Principles of Abbreviation. Owing to the fact that fully one half of the words used in ordinary correspondence and conversation occur with very great frequency, a great saving of time is effected by the use of brief and appropriate signs for many of these words. This shortening method is employed in phonography in connection with a few hundred words only, and it is highly essential that the student should regard the memorizing of these signs as a matter of the greatest importance.

In this method of abbreviation, the following principles are employed:—

a. A **simple stroke** is used for a word in which that stroke is the only consonant, the vowel being omitted and the stroke written in position as far as possible. By writing the stroke in position is meant the placing of that stroke above the line of writing if its vowel is of the first place; on the line if its vowel is of the second place; through the line if its vowel is of the third place. If the vowel is of the third place, and the stroke horizontal, it is written under the line.

b. One or two **suggestive strokes** are used to represent a word when the word contains several consonants. This principle is like the use of a few letters of a word as an abbreviation for that word, and is termed a *contraction*.

c. Some brief but **arbitrary character** is used for a word which cannot be readily expressed by a more suggestive sign.

49. Definitions. A **word sign** is the sign which is used to represent a word; a **sign word** is the word which the sign represents.

50. Method of Learning. First memorize the following signs, and then write each with care and great frequency until both mind and hand are quite familiar with them.

Cover the sign words with a piece of heavy paper and try to name each of them while looking at the word signs. Next cover the word

signs and try to write them while looking at the sign words. Persevere in this practice until each sign in each list is very familiar.

51. One Stroke representing Several Words. When a hyphen is used between a word and letters which follow, it indicates that the same word sign is used to represent the word and those which are formed by the addition of the letters after the hyphen; thus, *improve-d-ment* means that the words *improve*, *improved*, and *improvement* are expressed by the word sign which is written beside them. It will not be found difficult to determine which word is intended when the sign is used with a sentence, as the context will readily make it evident. When a comma is used between words, it indicates that both words are represented by the same stroke.

FIRST LIST OF WORD SIGNS

Without Vowels:

be / each | do / are (though no, know me
own may) so

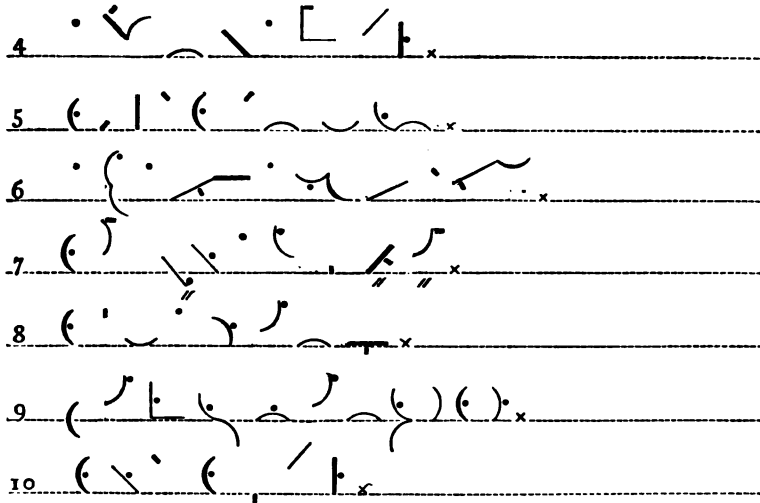
Arbitrary:

• the \ all , already, awe-d , ought, aught
a \ too, two , before , who
oh, owe-d

52. Transcribing Sentences. The following sentences should be translated into neatly written longhand, and then carefully practiced in shorthand several times:—

EXERCISE XV

1 I . . . (. . . x
2 x
3 . . . (. . . x



53. Sentence Exercises. Write neat and accurate shorthand outlines for the following sentences, and, after they have been found to be correct, practice them several times. In all writing exercises of Part II the student will be asked to write words which require only the upward strokes for *l* and *r*.

EXERCISE XVI

1. They know me ; do they know Eve too? 2. They saw the Pope age each day. 3. They who ought may say they saw the gay show. 4. Heed the rogue who owes Esau the fee. 5. Before they go, name the day. 6. Oh, no; they may all see the game. 7. All who take the oath may go. 8. They who owe Lou may pay me. 9. Though she show faith, she may be a thief. 10. Already they say they saw Paul shake a rogue. 11. They say Ray Shaw saw Job Ego all the day. 12. They who shape a keel do take the oak. 13. The sheep, too, may say "bah." 14. They who are meek may own faith. 15. So Abe Roach rowed a league too.

SHORT VOWELS

54. Light Dot and Dash Vowels. There are six short vowel signs yet to be learned. The sound of each is found in the following words: *il*, *ell*, *Al* (abbreviation of Albert), *cōt*, *cūt*, *could*.

To illustrate their positions, they are placed on six *tuh* strokes.

TABLE OF SHORT VOWELS

i, as in <i>it</i>		ö, as in <i>odd</i>	
ē, as in <i>Ed</i>		ū, as in <i>up</i>	
ā, as in <i>add</i>		oo, as in <i>hood</i>	

55. Method of Learning. The student may have some difficulty in getting a clear and distinct sound for each of these vowel sounds, and yet they are sounds that are in constant use. To pronounce any of the vowels accurately, say the word slowly, make audible only the vowel sound that it is desired to pronounce, and simply breathe the other sounds.

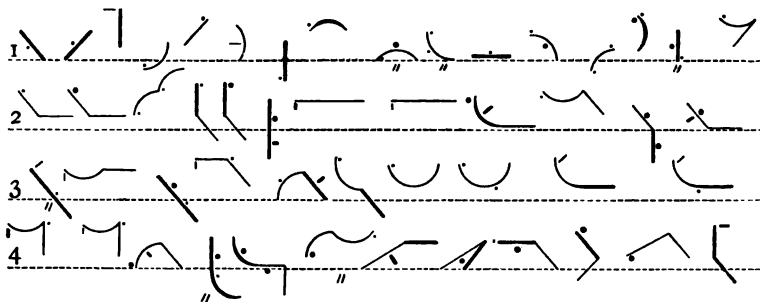
These six sounds will probably be learned more easily if memorized in connection with the long vowels. To this end, the following sentence is introduced in the hope that the student will repeat it very frequently, until each sound is familiar and its sign under control:—

Hē gāve Pā all thōse bōōts sīnce Ēd ānd Jōhn cūt wōōd.

No literary value is claimed for this sentence; it may be very useful, nevertheless. It contains but twelve words of one syllable each, and each word has but one vowel sound. The sentence should be repeated every day for several weeks, and the signs imagined as the sound of each is spoken.

56. Exercise on Long and Short Vowels. Make a neat translation of the following exercise after tracing and sounding each outline:—

EXERCISE XVII



57. Treatment of Final Y. Observe again that words ending in *y* have either the long sound of *i* or its short sound, *ɪ*—not *ē*; thus, *fly* (long *i*); *filly* (short *i*). Either sound, of course, would give the word, but a light dot is more easily written than a heavy one.

58. Exercise on Short Vowels. Write the following exercise neatly:—

EXERCISE XVIII

1. add	11. nip	21. Dickey	31. Edith
2. etch	12. Eddy	22. hip	32. doggy
3. edge	13. itchy	23. heap	33. jockey
4. Ann	14. Annie	24. pitch	34. veto
5. ash	15. alley	25. peach	35. Osage
6. ill	16. abbey	26. page	36. adage
7. ell	17. oozy	27. odd	37. pity
8. ease	18. eighty	28. alp	38. Maumee
9. off	19. Eva	29. audit	39. aunty
10. Emma	20. Dick	30. attic	40. rosy

59. Teacher's Dictation Exercise. Ate, Ed, big, off, knob, ship, chop, chalky, Kitty, giddy, body, job, pitch, pith, pitchy, Ada, baby, ditto, dig, ask, ashy, see, alley, asp, coffee, cosy, kith, gauzy, gig, jig, choppy, thick, waylay, limb, hip, top, Haiti, bob, Maumee, jockey, Johnny, fish, rip, pop, itchy, Ella, attic, fop, us, elbow.

WORD SIGNS

SECOND LIST OF WORD SIGNS

Arbitrary:

an, and of to or but on should } (upward) he (downward)

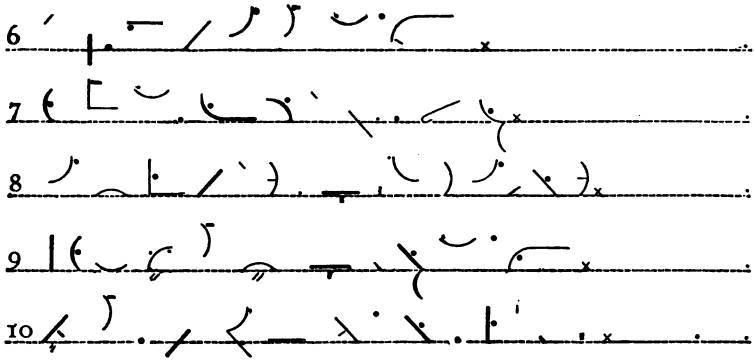
Contractions:

hope time dollar which advantage
 had much large
 kingdom, common given
 come together holy

60. Transcribing Sentences. After the above signs have been memorized, and the student has written the signs and repeated the words for which they stand, the work of transcribing and writing sentences is in order. Translate into neat longhand, and then practice several times in shorthand, the following sentences: —

EXERCISE XIX

1.) . | \ | ' . | (~ x
 2. (\ _) ^ . | ' x
 3. | . / \ ' . [x
 4. \ _ ^ | / | (_ x
 5. () (~ / ' . | (_ _ x

**EXERCISE XX**

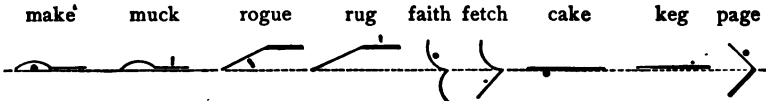
1. They owe a dollar, and may pay it to us before they go. 2. They hope to keep together all the time they are away. 3. Do they know which of us they saw on the coach? 4. They may be of much advantage should they be given to me. 5. She saw a large ball on the dock. 6. Do no wrong, and Mary may come to see us. 7. They who teach Lou each day should know the law of the kingdom. 8. They say she had the advantage all the day. 9. He may give me a common lock and key. 10. They may go away together if they come in time. 11. Before they go, bake a loaf of cake and give it to me. 12. A holy faith may take away much shame. 13. They go to the lake or bay to bathe. 14. He may go to see both Joe Shaw and Ann Ash. 15. She should take the bow and give me a dollar. 16. They who owe much should pay all of it. 17. Show me the ball and Joe may see the joke. 18. She saw a large beach on the road to the bay. 19. Take the peach which they saw on the beach and give it to Dora. 20. They may see the large fish on the dish. 21. Dig deep in the ditch and see if they had the hoe. 22. He should knock at the lodge and see if they own the dollar. 23. They should show it to May before they take it away. 24. Abe may take the ship to the dock. 25. All should take time to be holy.

VOWELS BETWEEN STROKES

61. Rules for writing Vowels between Consonants. Owing to the great variety of angles that are formed by consonant strokes when joined together, a uniform set of rules for placing vowels that occur between consonants is necessary. These rules do not relate to vowels that begin words, as the first vowel in *adage*  or *opaque* ; or to vowels that end words, as the last vowel in *decay*  or *depot* . They relate entirely to sounds that occur *between* any two strokes.

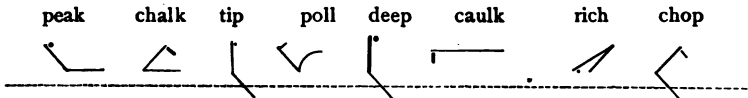
In presenting these rules, it is thought best to introduce that which relates to second-place vowels first, as it is more difficult.

a. Rule for Second-Place Vowels. When a second-place vowel occurs between two strokes, if it is a long sound, place it *after* the first stroke; if it is short, place it *before* the second stroke.



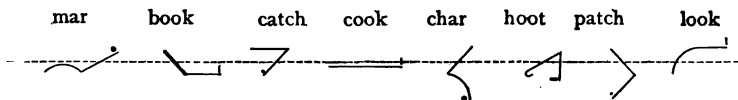
There are but two long second-place vowels (*ā* and *ō*), and both are placed *after* the *first* stroke; and but two second-place short vowels (*ē* and *ū*), and both are placed *before* the *second* stroke.

b. Rule for First-Place Vowels. *All* first-place vowels occurring between consonants are written *after* the first stroke.



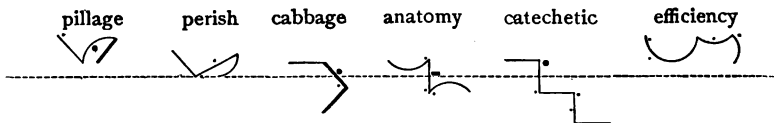
Avoid this error: *keep* , not ; *talk* , not ;
cock , not .

c. Rule for Third-Place Vowels. *All* third-place vowels occurring between consonants are written before the second stroke.



Avoid this error: *hood* , not ; *gag* , not ;
book , not .

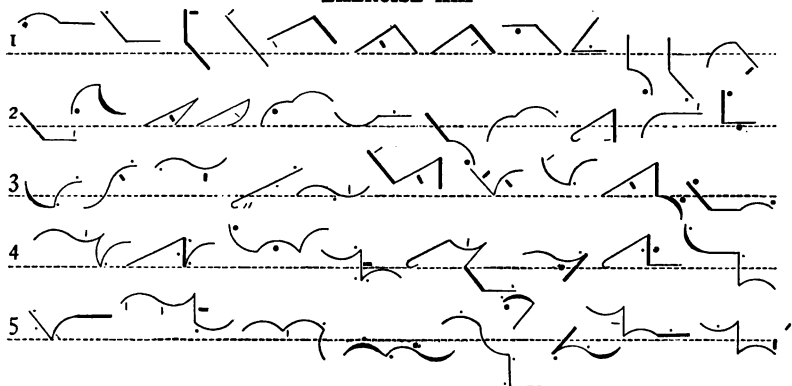
62. Vowels Written with more than Two Strokes. As there may be three or more strokes in a word, it should be observed that when the rule refers to placing a vowel *after* the first consonant, it means the *first* of those two between which it occurs; likewise, when it refers to placing a vowel *before* the second stroke, it means the *second* of those two between which it occurs. If this is not understood, vowels will be placed after the *first* stroke, for instance, when they should be placed after the *third* stroke. Notice the application of these rules in the following words: —



63. A Briefer Rule. Pupils who prefer to memorize a short rule, and who will apply it to every vowel they place between strokes, will appreciate the brevity and clearness of the following single rule for placing vowels between strokes. In memorizing this rule, the pupil should be very particular not to make a mistake concerning any of the words printed in italics.

All first-place vowels and second-place *long* vowels occurring between two consonants are written *after* the stroke immediately *pre-*ceding them; *all* third-place vowels and second-place *short* vowels are written *before* the stroke immediately *following* them.

EXERCISE XXI



64. Exercise on Vowels between Strokes. In writing the following words into correct shorthand, first determine each sound, then write all the consonant strokes without lifting the pen, and finally write any vowels that occur. Carefully apply the rules for placing vowels that occur between strokes, if dealing with vowels that do occur so. Otherwise, ignore the rules. Every error that is made will cause trouble in getting rid of such mistakes. Be very careful. Make several perfect copies, and treat all subsequent exercises in the same manner.

EXERCISE XXII

- | | | | |
|-----------|-------------|----------------|---------------|
| 1. sheep | 11. meadow | 21. hang | 31. navigate |
| 2. lick | 12. daisy | 22. havoc | 32. mimic |
| 3. balk | 13. embassy | 23. infect | 33. moneyed |
| 4. chop | 14. doom | 24. pigmy | 34. maggoty |
| 5. poach | 15. shook | 25. knickknack | 35. indemnity |
| 6. touch | 16. pitchy | 26. nominee | 36. dimming |
| 7. shave | 17. hurry | 27. calico | 37. cockney |
| 8. death | 18. reap | 28. intimacy | 38. coquette |
| 9. peach | 19. penny | 29. mulberry | 39. entombing |
| 10. patch | 20. happy | 30. hubbub | 40. embellish |

65. Teacher's Dictation Exercise. Engage, dumping, malady, Dutch, batch, booty, baggage, Dakota, bedeck, tobacco, bevy, juicy, Jenny, covey, fang, thick, honey, hung, camp, head, neck, topic, naughty, knotty, roach, became, becalm, limb, lip, limbo, ambush, damage, notary, indemnity, mammoth, cockney, apology, monopoly, chimney, infect, shaggy, shallow, emphatic, hunchback, impeaching, pumping, nutmeg, evoked, entomb, antimony.

66. Common Errors on Vowels. Study to see whether any of the following errors are being made:—

- a. Mistaking *ä* for *ö*; compare *tar, top; far, fop; cart, cot*.
- b. Mistaking *a* for *ö*; compare *caught, cot; naught, not; naughty, knotty*.
- c. Mistaking *ü* for *ö*; compare *cut, cook; luck, look; tuck, took*.
- d. Mistaking *oo* for *ö*; compare *boot, book; hoot, hood; pool, pull*.
- e. Writing vowels that begin or end words as though they were governed by the rules in Section 58.
- f. Failing to locate a vowel between those two consonants with which it is sounded.

EXERCISE XXIII

- | | | | |
|-----------|-------------|-------------|---------------|
| 1. leap | 14. naughty | 27. tuck | 40. picnic |
| 2. lip | 15. knotty | 28. took | 41. log-book |
| 3. chalk | 16. luck | 29. touch | 42. wreckage |
| 4. chock | 17. look | 30. navy | 43. pillage |
| 5. bake | 18. pool | 31. fellow | 44. locate |
| 6. beck | 19. pull | 32. rosy | 45. legate |
| 7. joke | 20. ask | 33. mellow | 46. veto |
| 8. jug | 21. atom | 34. opaque | 47. debauch |
| 9. move | 22. attack | 35. bouquet | 48. bedaub |
| 10. hood | 23. decay | 36. shaky | 49. cockade |
| 11. map | 24. haughty | 37. choppy | 50. cockatoo |
| 12. paddy | 25. body | 38. heavy | 51. chickadee |
| 13. neck | 26. ready | 39. Harry | 52. roguish |

DIPHTHONGS

67. Definitions. A diphthong is the union of two vowel sounds in one sound. When pronounced very slowly, it becomes evident that diphthongs are composed of two sounds ; as ordinarily spoken, they appear as one sound.

In phonography there are three diphthongs: *ä* and *ē* make our familiar sound of *i*; *ā* and *ē* make *oi*; *ä* and *ō* make *ow*.

A triphthong is the union of three vowel sounds in one sound. The three sounds *ō*, *ä*, and *ē* make the sound of *wi*.

68. Writing Diphthongs. Being compound in sound, diphthongs have a compound representation. They must be made very small and without lifting the pen ; that is, the sign for *i* should be written with a downward and an upward stroke, *oi* and *ow* with an upward and a downward stroke. They must also be made to open invariably directly upward or downward.

These four combinations of sounds are expressed by small angular signs in position on the strokes.

Diphthongs are treated as vowels.

TABLE OF DIPHTHONGS AND TRIPHTHONG

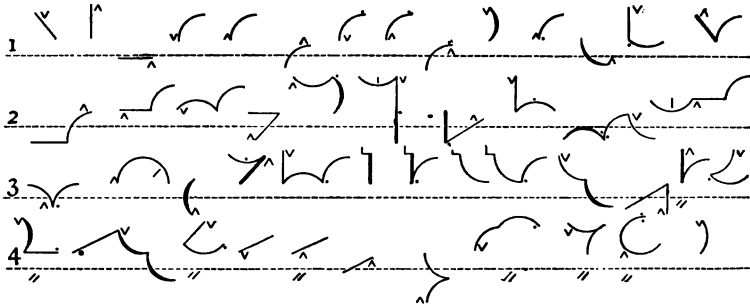
<i>Diphthongs</i>	<i>i</i> , as in <i>isle</i>  ; <i>oi</i> , as in <i>oil</i>  ; <i>ow</i> , as in <i>owl</i> 
<i>Triphthong</i>	<i>wi</i> , as in <i>wife</i> 

69. Position of Diphthongs. Notice that *i* and *oi* are written in the first place ; *ow* in the third place. There is no second-place diphthong. Between strokes, *ow* is written before the second stroke.

When a diphthong begins or ends a word and can be joined readily and with a good angle, it may be attached at the beginning or end of the stroke ; as in *ivy*, *oil*, and *thou*.

DIPHTHONGS

EXERCISE XXIV



EXERCISE XXV

- | | | | |
|----------|-------------|-------------|-------------|
| 1. guy | 14. toil | 27. annoy | 40. doughty |
| 2. coy | 15. gouge | 28. deny | 41. dime |
| 3. Dow | 16. dyke | 29. avouch | 42. pica |
| 4. sigh | 17. coil | 30. ossify | 43. pipe |
| 5. joy | 18. downy | 31. chime | 44. mime |
| 6. cow | 19. allied | 32. high | 45. gibe |
| 7. ice | 20. rowdy | 33. icy | 46. tile |
| 8. nigh | 21. allowed | 34. Ida | 47. coyly |
| 9. thou | 22. fife | 35. noisily | 48. alloyed |
| 10. by | 23. envoy | 36. belie | 49. roily |
| 11. boy | 24. mouth | 37. wight | 50. pouch |
| 12. bow | 25. ivy | 38. wife | 51. dowry |
| 13. type | 26. avow | 39. espy | 52. dowdy |

70. Teacher's Dictation Exercise. Shy, toy, cow, rye, Roy, row, by, boy, bow, knife, mighty, decoy, enjoy, gouty, pouch, dowdy, vouch, defy, annoy, belie, lounge, boil, couch, hide, Isaac, sigh, thou, wife, wide, revive, alive, tidy, doily, endow, mileage, vilify, mica, item, pipe, rowdy, roily, allowed, allied, alloyed, doughty, Ida, espy, ivy, Downey, noisy.

PUNCTUATION MARKS

71. Shorthand Punctuation. The following are all the marks of punctuation that are necessary in phonography:—

Period $\times$ or ; quotation marks “ ” or ; interrogation point ? or ; exclamation point ; dash ; underscore ; parentheses ; hyphen “ ”.

72. Figures and Initials. Figures for which no signs have been provided may be written as in longhand; and initials may be written in small longhand letters; thus, *S. K. Gage*, *Sh* .

COALESCENTS

73. Coalescing Sounds. We are taught in English grammar that *w* and *y* are ordinarily consonants, but sometimes vowels. In phonography, also, they are treated both as consonants and vowels. For the present, they will be treated as vowels.

In attempting to pass rapidly from the first-place long-dot vowel to the third-place long-dash vowel, we get the sounds of $\bar{e}\bar{o}$, or *you*. In passing from the $\bar{e}$ sound to that of any other vowel, we get some other sound of *y*. Likewise, in passing from the third-place long-dash vowel to the first-place long-dot vowel, we get the sound of $\bar{o}\bar{o}\bar{e}$, or *we*. In passing from the sound of $\bar{o}$ to that of any other vowel, we get some other sound of *w*. The two vowel sounds are said to coalesce, or unite in one sound, and these coalescents demand some appropriate representation, which may be used as vowels are used.

74. Position of Coalescents. Small semicircles, shaded or light to express the coalescence with long or short vowels, are used for this purpose. When the semicircles are turned upward or downward, they

express a sound of *y*, and are placed in the position of the second vowel of the coalescent ; when they are turned to the right or left, they express a sound of *w*, and are placed in the position of the second vowel of the coalescent.

TABLE OF Y COALESSENTS

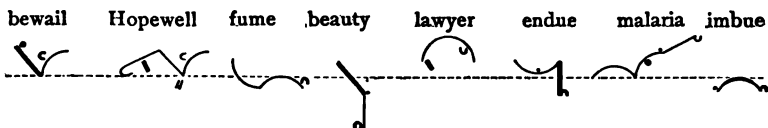
ē-ē, or yē	ē-ā, or ya	ē-ī, or yī	ē-ō, or yō
ē-ā, or yā	ē-ō, or yō	ē-ē, or yē	ē-ū, or yū
ē-ä, or yä	ē-ōō, or yōō	ē-ä, or yä	ē-ōō, or yōō

TABLE OF W COALESSENTS

ōō-ē, or wē	ōō-ā, or wā	ōō-ī, or wī	ōō-ō, or wō
ōō-ā, or wā	ōō-ō, or wō	ōō-ē, or wē	ōō-ū, or wū
ōō-ä, or wä	ōō-ōō, or wōō	ōō-ä, or wä	ōō-ōō, or wōō

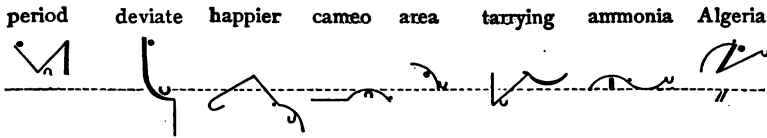
75. Memorizing Coalescents. The signs for all these coalescents should be thoroughly memorized. It will not be found a very difficult task, as the vowels occur in their regular order. The sounds *yä*, *yā*, *yō*, *yē*, *yū*, *wā*, and *wē* occur somewhat frequently, but *yōō* occurs with great frequency.

76. Position of Coalescents. Coalescents are written on the strokes, in the position of their second vowel. A third-place coalescent may be joined at the end of a stroke if the stroke ends the word and the coalescent can be conveniently written in its proper direction.



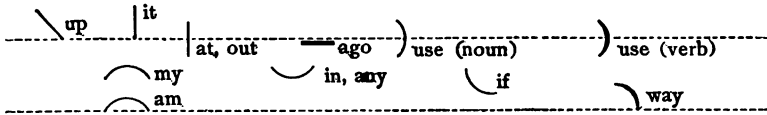
77. The Words New and Now. In words in which the coalescent *yoo* follows at the end of *un*, the semicircle may be attached, opening somewhat to the right; thus, *new* , *renew* . The word *now* may be expressed by writing the second half of the diphthong *ow* joined to the *un* stroke; thus, . Write *new* and *now* on the line.

78. Free Use of Coalescent Signs. In each of the words referred to in paragraph 76 both of the sounds which help to form the coalescent occur in the same syllable. The coalescents may be used in a class of words in which the two sounds occur in different syllables, but which are spoken so rapidly that they are thrown closely enough together to suggest the use of the coalescents, instead of two separate vowels. When the first of two consecutive vowels is an unaccented *e* or *i*, the two vowels may be expressed by a coalescent of the *y*-series, the second vowel determining which *y*-coalescent should be used. This principle does not apply in words like *radii* and *reëcho*.

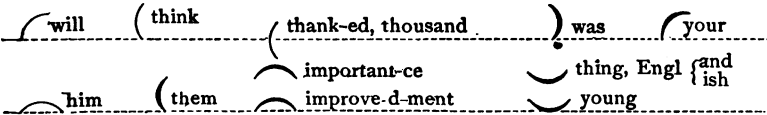


THIRD LIST OF WORD SIGNS

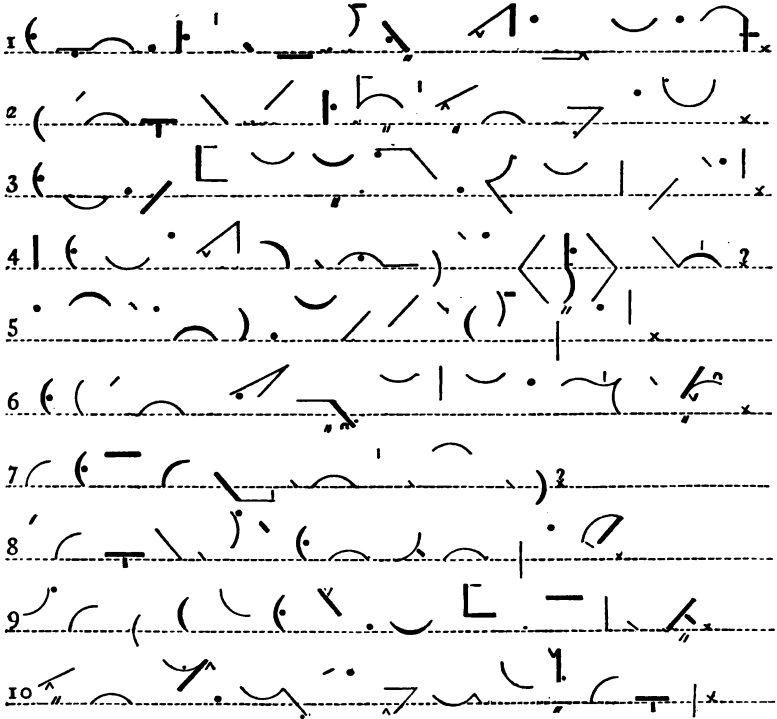
Without Vowels :



Contractions :



EXERCISE XXVI



EXERCISE XXVII

1. They hope he will be in time to use the mail coach. 2. He will be happy at any time to know of your improvement. 3. All should improve time and show the improvement each day they live. 4. A thing so important should be looked at now. 5. She will thank them if they come and take the rick of hay. 6. Though he was calm and cool, they think he was guilty. 7. The young dog was in the way each time he came on deck. 8. A thousand-dollar check was in your book the day she saw us. 9. He should give

May time to go up to the hotel at the lake. 10. A day or two ago they saw my boy on a dock in England. 11. Bob and Jenny may go out on the bay in my ship, though it may be calm. 12. The big type was easy to see, but the large book was too heavy to give him to use. 13. He may go to China in my own ship at any time he may name. 14. They hope she may give a dollar to him if he will come back. 15. The boy was too noisy, but he will now take a nap on the couch.

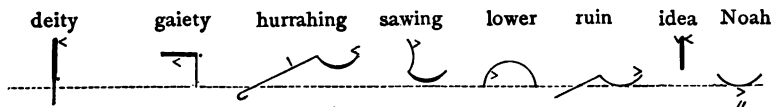
CONSECUTIVE VOWELS

79. Single Sign for Consecutive Vowels. As diphthongs and coalescents are composed of consecutive vowel sounds, and have been expressed by compound signs, it is very convenient and appropriate to represent the union of a long vowel followed by a short but *unaccented* vowel in practically the same manner. The acute accent above the first letter indicates that it is accented.

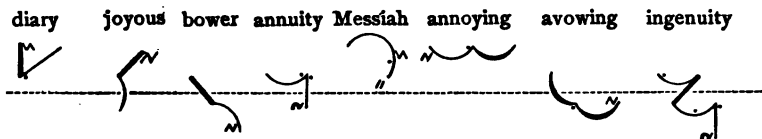
TABLE OF CONSECUTIVE VOWELS

ē-ŭ, as in <i>idea</i>	⌈	ä-ŭ, as in <i>gnawing</i>	⌋
ā-ŭ, as in <i>payer</i>	⌈	ō-ŭ, as in <i>Noah</i>	⌋
ā-ŭ, as in <i>hurrahing</i>	⌈	oo-ŭ, as in <i>Jewish</i>	⌋

80. Unaccented Vowels approximately represented. These signs do not always stand for the exact sounds given in the above list, as the second sound, ŭ, represents only approximately the sound for which it stands. It may be used for *any* short, *unaccented* vowel, provided it follows a long, accented vowel. It will be noticed that the first of the two vowel sounds is definitely settled by the place of the sign; the second is guessed, or determined by one's knowledge of words.

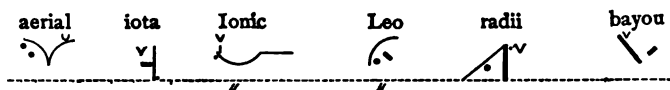


81. Additional Ticks. A small tick attached to a diphthong or coalescent sign expresses, in like manner, a short, unaccented vowel, the sound of which is to be determined by a knowledge of words. It may be used for any one of the six short vowels, if unaccented.

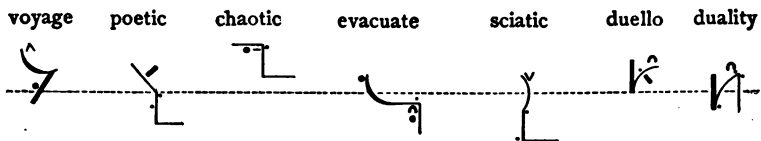


82. Separate Signs for Consecutive Vowels. All other consecutive vowels are too distinct to be left to indefinite or approximate representation; if both the vowels are long or the second of two consecutive vowels is accented, they must have definite representation.

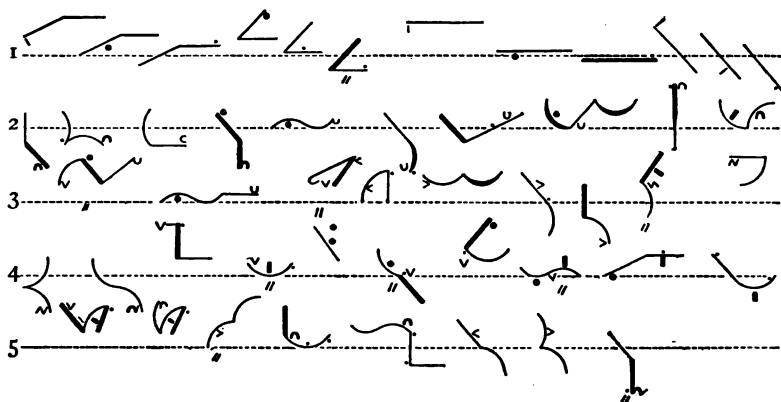
a. When two vowels begin a word, write the last vowel nearer the stroke than the first, so that it shall be read in proper order; likewise, when two vowels end a word, write the first vowel nearer the stroke than the second.



b. When two vowels occur between strokes, unless the second is short and unaccented, write the first vowel after the first stroke and the second before the second stroke, except when the angle forces both before the second stroke.



EXERCISE XXVIII



EXERCISE XXIX

- | | | | |
|-----------|--------------|--------------|---------------|
| 1. hip | 11. pipe | 21. babyish | 31. defying |
| 2. hedge | 12. Bobby | 22. deviate | 32. moiety |
| 3. duke | 13. assuage | 23. tedium | 33. vowing |
| 4. tick | 14. hewed | 24. idiotic | 34. Nashua |
| 5. bake | 15. rebuke | 25. Leah | 35. Ionia |
| 6. tack | 16. emu | 26. tapioca | 36. genii |
| 7. gig | 17. Amelia | 27. neighing | 37. duet |
| 8. keg | 18. begonia | 28. thawing | 38. coact |
| 9. cuckoo | 19. demoniac | 29. viewing | 39. hyena |
| 10. babe | 20. ferrying | 30. pious | 40. reanimate |

83. Teacher's Dictation Exercise. Leah, gaiety, hurrahing, thawing, poesy, Lewis, viewing, laity, Noah, idea, mania, maniac, cameo, deviate, tarrying, thwack, boyish, Maria, Padua, duad, duality, poet, poetic, neighing, reëcho, coact, Iola, avowee, iota, radii, voyage, Joanna, feeling, avowing, duello, Genoa, zoölogy, cyanic, Dewey, Siam, biology.

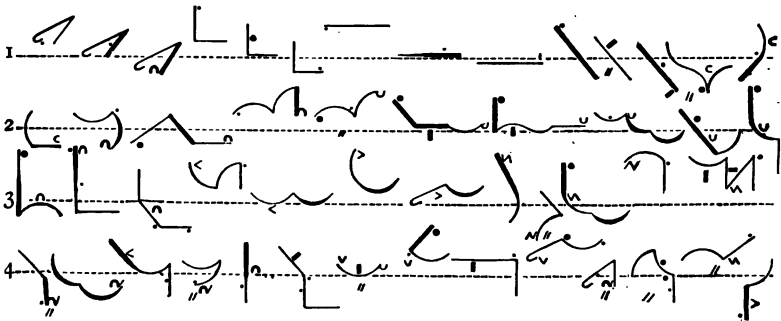
84. Basic Rules for deciding on the Best Outline to Choose. In determining which of several possible outlines it is best to write, it should be borne in mind that the simplest outline is desired but is not always the most practical. There are two important points which must be given due consideration. These have to do with the future of the student's work as much as with the present. Both are vitally related to ease in reading shorthand notes, most of which eventually will be written under pressure of speed.

First, in general an outline should be written syllabically; that is, a stroke should be written for each syllable.

Second, in general an outline which expresses a derivative word should be based upon the form which is used to express its primitive.

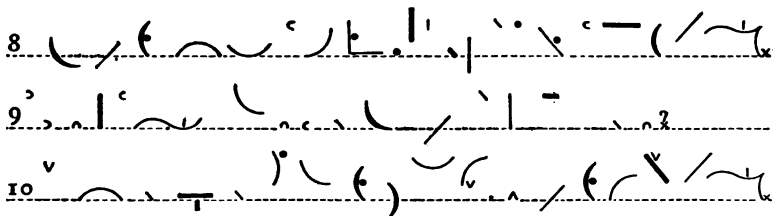
It must be added, however, that there are individual cases where both of these rules must be laid aside, and this is done whenever the following of the rule is a distinct hindrance, or the breaking of the rule is a distinct help.

EXERCISE XXX—REVIEW



EXERCISE XXXI—REVIEW

- | | | | |
|----------|----------|--------------|------------|
| 1. page | 5. shiny | 9. cow | 13. toil |
| 2. dug | 6. Dinah | 10. tiptoe | 14. bowery |
| 3. ditch | 7. tie | 11. baggage | 15. Cuba |
| 4. fag | 8. joy | 12. dynamite | 16. cubeb |



85. Additions to Word Signs. Observe that in the word *to-day*, in the third sentence, the part of the word which is a sign is written in position, and the balance of the word is allowed to fall where it may with relation to the line. The same principle applies to words like *to-morrow*, *half-pay*, *forgive*, *altogether*, *uncommonly*, etc. The portion of the word which is represented by a sign may be written in the position of the sign, whether the sign portion occurs at the beginning, middle, or end of the word.

In a few words it is expedient to refrain from the use of the sign. This is because the sign portion does not join conveniently to the balance of the word. The word *also* in the first sentence of Exercise XXXIII, as well as the word *into*, which will be observed in the fifteenth sentence, should not be written with the signs which occur in them, but with two full strokes.

EXERCISE XXXIII

1. Myra will also teach Mina to write with chalk to-morrow. 2. We shall make a voyage to China in the month of July. 3. I think I shall now go to see the boy enjoy the couch which was given to him. 4. What do you think of my new toy, and would you like to have it for your own? 5. It may be beyond what you ever saw for half the money. 6. They usually aim to attack him by the use of loud talk. 7. Joe may owe much money and yet pay all of it in due time. 8. If life were given us to enjoy, we should make much of it each day we live. 9. However he may have come, it will be of

much importance to know the route he took. 10. How you would enjoy a bath in the sea on a July day! 11. Ye who were at the marriage at Oak Lodge know how lovely the wife looked. 12. He who would be happy should know and do the right. 13. Asa Pike saw Josie Downey catch a large eel. 14. Chicago will bewail the death of Joshua Kenney. 15. With a heavy thwack Johnny Babcock took a jump into the lake.

SPEED PRACTICE

86. Speed-Practice Letters 1 and 2. The following letters contain words representing the principles that have been introduced in Part II. They are given with the view of testing the student's ability when writing easy matter, as well as affording an opportunity for the development of speed in the use of the principles of this part of the work before any new lessons are undertaken.

87. Method of Practice. The letters should first be written in neat shorthand outlines, using great care to get each word exactly correct, and then each outline should be carefully scrutinized to ascertain whether any error has been made. After each letter has been found by the teacher to be correct, it should be practiced many times, with gradually increasing speed. It will be found helpful to have the last few copies dictated, so that the student may be accustomed to taking matter from dictation before the teacher gives it at a rapid rate. A speed of fifty or more words per minute should be attained in writing these letters.

88. Omission of Vowels. In the future, all speed-practice letters, general speed matter, and sentences, after they have been written in shorthand, corrected by the teacher, and repeatedly practiced, should be further practiced or taken from dictation with their vowels omitted.

89. Numerical Indications. In these and subsequent speed-practice letters and general dictation matter the selections will be marked off into sections of twenty-five words. The name, address, salutation,

complimentary closing, and signature will not be counted in this and subsequent speed work, but should by all means be practiced as faithfully as the rest of the matter, and dictated each time.

90. Strokes for L and R. Remember that *ur* is used when *r* ends a word; *ruh* when a vowel follows *r* at the beginning or end. In the middle the most convenient form of *r* is used. Each time the sound of / occurs in these letters it is to be expressed by the upward stroke.

EXERCISE XXXIV

Pikeville, Tenn., July 7, 1905.

Josiah Owen, Esquire,
19 Oak Avenue, Lima, Ohio.

My Papa:

I came to the Leo Hewitt farm on Monday in a large coach. It was a raw day. On the way I saw a large²⁵ fish in a lake. It was a pike, so they say.

To-morrow I hope to hoe a tomato row. I shall pile hay, too, which²⁵ will be carried into the mow. I saw a boy rake hay and carry a large pile on a fork to the rick. I ride⁷⁵ on a hayrake and have a mule to pull it.

May I row on the lake, fish in the bay, or jump in the mow¹⁰⁰ each day?

We have a big meal each time we eat. For lunch we had lamb and fish, raw tomato with oil, cabbage, coffee, cake,¹²⁵ and cherry pie.

I shall be happy to come to you in a day or two now. With my usual love for you and mamma,¹⁵⁰ I am

Your loving boy,

LAFAYETTE SAWYER OWEN

EXERCISE XXXV

Lima, Ohio, July 9, 1905.

Lafayette Owen,
Pikeville, Tenn.

My own Boy:

I had much joy in knowing you were on so large a farm in Pikeville. I knew Leo Hewitt, a rich and jolly fellow, in²⁵ Chicago, in 1876.

I think it would be a happy idea for you to keep a diary of what you do each day, for I⁵⁰ know your chum would like to see it.

You may take a row on the lake daily if it will make you happy. If you⁷⁵ do go out to catch fish, be ready to row back in a hurry, for you may have a heavy shower at any time.

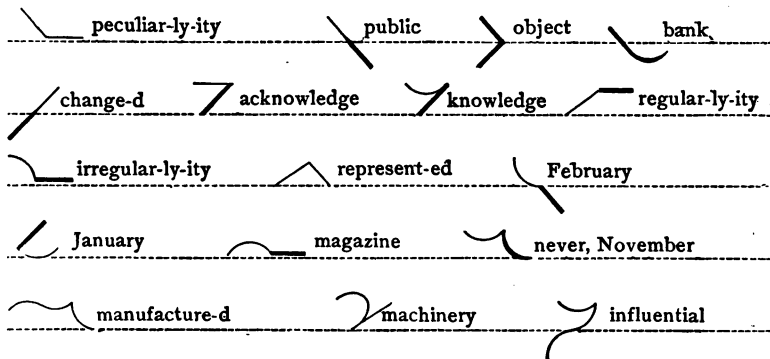
You¹⁰⁰ should know how much to eat each time you go to a meal. You ought to eat to live, but you may be living to¹²⁵ eat. I think lamb and fish, tomato and cabbage, cake and pie are too much at any meal for a young boy of your age.¹⁵⁰

With love,

JOSIAH OWEN.

WORD SIGNS

FIFTH LIST OF WORD SIGNS

Contractions :**EXERCISE XXXVI**

1. I know I ought to pay for all the time you give me, but I acknowledge I have no money to give you to-day. 2. We hope you will take advantage of the knowledge given out in each issue of our magazine, for we think it may be an object to you to buy it each month. 3. You saw the large pile of machinery, and we should like to know what you would give us for all of it if you took it. 4. The young fellow should know we never have any change to give him in January or February, for we use too much money in the manufacture of machinery. 5. The importance of the improvement was a thing of which he had no knowledge in November; however, he already had a peculiar advantage. 6. You ought to know it to be an irregular thing to do what you do with your money, and have no idea how much you owe or how you are to pay for what you use. 7. He was a peculiar and influential public foe, who had eyes which looked for any irregularity in the common folk. 8. The way in which he regularly changed money was so easy no

bank would object to being represented by him. 9. I am aware of the peculiarity of the machinery you use, but I should like to own much of it, for I would use it to advantage. 10. A month ago we had a change in the time of leaving the dock, and we now have hope of leaving with regularity.

SHORTHAND PENMANSHIP EXERCISES

91. Drill on joining Strokes. All students of phonography, even though they may be good penmen, will be benefited by careful drill on the following exercises. For those who are poor penmen, or those who find it difficult to execute shorthand characters with rapidity and uniformity, this drill is absolutely essential.

The best movement for shorthand work is a *combination of muscular and finger movement*, the latter coming into play as the study progresses. The natural movement for writing is the finger movement; therefore the greater effort should be expended on that which is more difficult to acquire.

92. Muscular Movement. Rest the forearm on the muscles on the underside of the arm just in front of the elbow. Notice that the hand may be pushed forward and backward, as well as to the right and left, without moving the arm to a new position, or resting place, and without keeping it suspended at the shoulder. The wrist must not touch the table and should be as flat as possible.

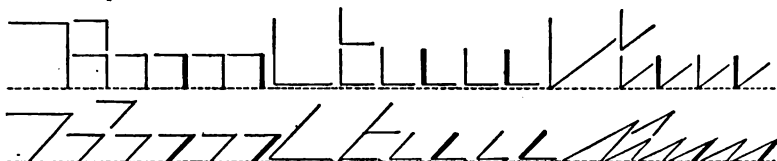
The nails of the third and fourth fingers should be turned under the hand and used as a rest,—an easy means of sliding the hand over the paper. The thumb and first two fingers should hold the penholder *lightly* about an inch and one half from the point of the pen. These three fingers should remain somewhat rigid, but not strained. Practice this until an easy and natural position and feeling are secured. The fingers and wrist should be rigid. There should be very little independent movement of these parts. Practice the following exercise until it is mastered:—

STRAIGHT STROKES



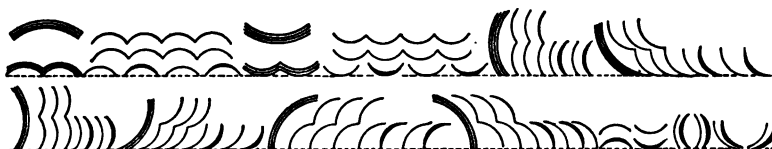
In like manner practice each straight stroke, sounding each as it is written. Work for uniformity of size and slant, as well as speed.

COMBINED STRAIGHT STROKES



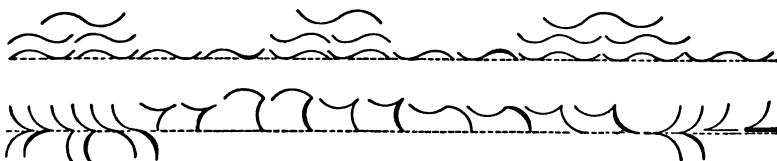
A slight pause at the joining of the strokes will enable the student to make the direction certain. Try to get an easy, continuous motion.

CURVED STROKES



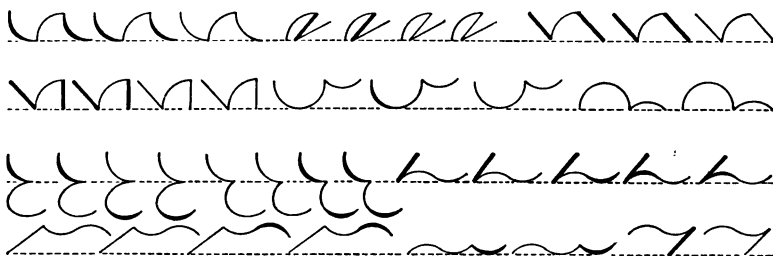
In this same way practice each curved stroke, sounding it, until every stroke can be written neatly and uniformly and with rapidity.

COMBINED CURVED STROKES



Treat in the same manner every combination of curved strokes that can be thought of. Strive for uniformity of size, shading, and slant. Try to develop a light, gliding motion.

COMBINED STRAIGHT AND CURVED STROKES



Every combination that can be thought of should be practiced until it can be written very rapidly and accurately. Do not hesitate to hunt for work.

93. Review of Word Signs. The following list is intended to furnish the student an opportunity of comparing the signs of Part II, arranged logically but without reference to the nature of each, as well as to make a thorough review of the same.

REVIEW LIST OF SIGNS

up	each	
hope	which	are
	much	
be	advantage	holy
time	large	
it	common, kingdom	me, my
at, out	come	may, him, am
dollar	give-n	important-ce
do	together	improve-d-ment
had	ago	

(in, any	\ of	
(no, know	\ to	/ change-d
(own		
(thing, Engl { and	or	
(young ish	but	/ knowledge
(think	\ on	
(thank-ed, thousand	\ should } upward	/ acknowledge
(them	/ he (downward)	
(though		/ regular-ly-ity
) so	\ all	
) use (noun)	\ too, two	/ irregular-ly-ity
) was	already, awe-d	
) use (verb)	before	/ February
(if	oh, owe-d	
(for	/ ought, aught	
(half	/ who	/ magazine
(ever	\ I, eye	
(have		/ never, November
(however		
/ shall-t	\ how	/ represent-ed
/ usual-ly	\ we, with	
	\ were	/ object
(will	/ what	
	/ would	/ bank
(your	\ ye	
	\ yet	/ January
(way	\ beyond	
	\ you	/ manufacture-d
• the	\ peculiar-ly-ity	
• a		/ machinery
/ an-d	\ public	/ influential

PART III

L- AND R-STROKES, S-CIRCLES, AND HALVING BEGUN

INITIAL AND MEDIAL L AND R

94. Upward and Downward L and R. Owing to the fact that the consonants *l* and *r* may each be expressed by both upward and downward strokes, a special set of rules is necessary for the guidance of the student.

95. Name of Downward L. When *l* is written downward it may be called *ul*.

96. General Rules. The general rules for the use of these strokes are as follows:—

a. If a vowel precedes *l* or *r* at the beginning or end of a word, use *ul* or *ur*.

b. If a vowel follows *l* or *r* at the beginning or end of a word, use *luh* or *ruh*.

97. Necessary Exceptions. While these are the general rules on which the use of these strokes depends, the following difficulties stand in the way of their adoption without exception: (1) good, sharp, convenient angles would not always result, and a loss of speed in writing and inaccuracy in reading would follow; (2) when no good reason exists for the use of *ul*, it is better to avoid the use of that stroke, as it carries the hand backward rather than forward. The following special directions are very important, and should be mastered in detail before proceeding with other lessons:—

98. Rules for Initial L and R. *a.* When *l* begins a word write *luh*, unless it is followed by *ung*.

leap lake lodge lag lion lash Lehigh long link length

b. When *r* begins a word write *ruh*, unless it is followed by *um* or *ump*.

robe red rich wreck rainy roar rouge ram rim romp

c. When a vowel begins a word and is followed by *l* write *luh*, unless it is followed by a horizontal stroke (*kuh*, *guh*, *um*, *ump*, *un*, and *ung*).

alack Allegheny alum Olympia allied allege elbow elf

d. When a vowel begins a word and is followed by *r* write *ur*, unless it is followed by a descending stroke, with the exception of *ur* and *shuh*.

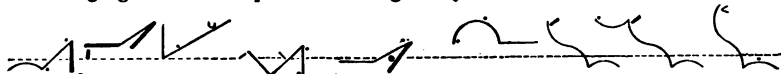
ark argue army arena orang-outang error Irish Arab arch earth

99. Rules for Medial L and R. *a.* When *l* occurs in the middle of a word write *luh*, if a convenient outline results; otherwise *ul* may be used.

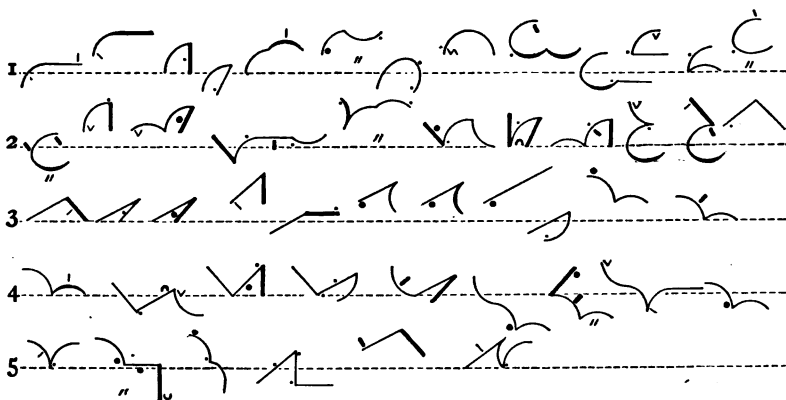
village apology delayed valid mill-dam amplify feeling film monologue

b. When *r* occurs in the middle of a word write *ruh*, if a convenient outline results ; otherwise *ur* may be used.

married gorge terrier operatic carriage lyric form inform theorem



EXERCISE XXXVII



EXERCISE XXXVIII

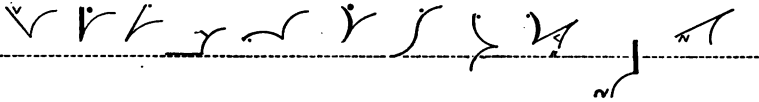
- | | | | |
|------------|-------------|---------------|--------------|
| 1. ledge | 11. caliph | 21. reap | 31. forego |
| 2. lap | 12. foliage | 22. rob | 32. forelock |
| 3. loam | 13. gulch | 23. wrong | 33. lark |
| 4. lodge | 14. Elmira | 24. raid | 34. largo |
| 5. lung | 15. alumni | 25. room | 35. erelong |
| 6. longed | 16. elk | 26. rhomboid | 36. ergo |
| 7. lily | 17. Ilion | 27. rampage | 37. Arno |
| 8. lull | 18. alto | 28. merino | 38. Arabia |
| 9. bulge | 19. albino | 29. furrowed | 39. erode |
| 10. filthy | 20. alive | 30. borrowing | 40. arrayed |

100. Teacher's Dictation Exercise. Loaf, Lena, lip, lion, long, link, latch, loyal, pillage, fealty, gallop, bilge, mulatto, elm, Allegheny, alum, alike, elbow, allege, elf, rib, repay, wring, ready, rim, rampage, farina, borrowed, tarrying, bay-rum, infirm, lyric, curfew, erelong, Eric, argue, orb, arrayed, arch, urge, Rome, allopathy, Archie, olive, leap, robe, forage, alimony, alack, arena.

FINAL L AND R

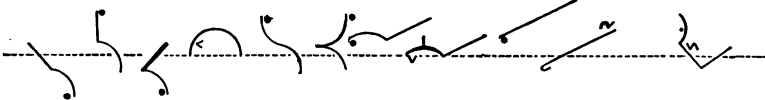
101. Rules for Final L and R. *a.* When *l* ends a word write *luh*, unless it follows *fuh*, *vuh*, *ruh*, or two consecutive vowels, one accented, when *ul* should be used.

pile deal chill cull mill zeal shell fill Israel dual royal



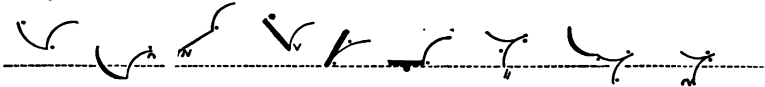
b. When *r* ends a word write *ur*, unless it follows *um*, *ump*, *ruh*, *huh*, or two descending strokes, when *ruh* should be used.

par tear jar layer fear shear mere umpire rear hewer espier



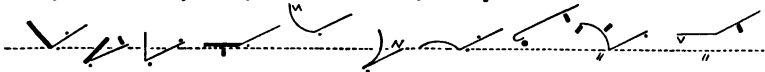
c. When a vowel ends a word and is preceded by *l* write *luh*, unless it follows *un* or *ung*. After *un* or *ung* use *ul* almost always.

filly value royally belie jelly gaily Nellie vanilla annually

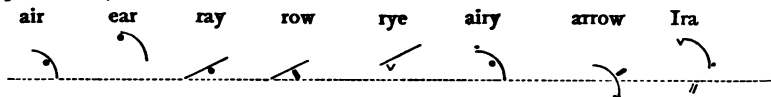


d. When a vowel ends a word and is preceded by *r* write *ruh*.

berry jury tarry gory fiery showery merry hero Aurora Calro



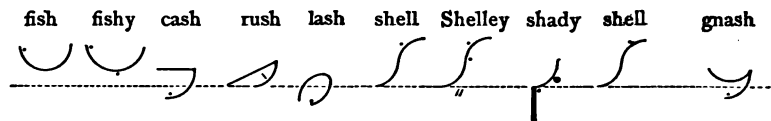
c. When *r* is the only consonant in a word write *ur*, if a vowel precedes; otherwise use *ruh*.



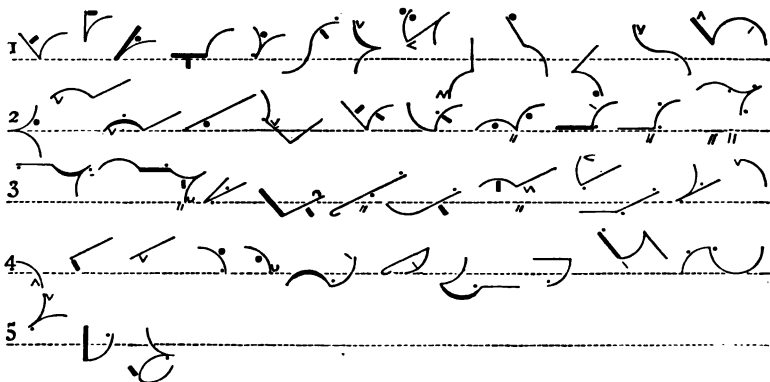
102. True Sound of L and R. Although the upward and downward forms for *l* and *r* are given different names, the true sound of *l* is *ul*, and the true sound of *r* is *ur*, and the pupil should give them these sounds when reading shorthand.

UPWARD AND DOWNWARD SH

103. The Most Convenient Outline. Either form of *shuh* may be used in a word of more than one consonant, as convenience of outline alone determines which form should be used.



EXERCISE XXXIX



EXERCISE XL

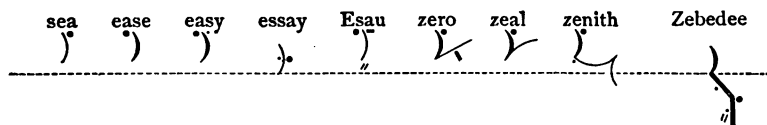
1. bill	11. chair	21. billow	31. Laura
2. tail	12. layer	22. mellow	32. notary
3. gale	13. fair	23. daily	33. Ezra
4. mile	14. shore	24. namely	34. Ira
5. shawl	15. moor	25. merrily	35. burrow
6. fail	16. impure	26. anneal	36. bear
7. veal	17. furor	27. Emmanuel	37. dairy
8. rill	18. unmoor	28. unkingly	38. dare
9. jewel	19. espial	29. fairy	39. ship
10. bier	20. delay	30. Nero	40. dish

104. Teacher's Dictation Exercise. Tile, file, bowl, vile, rill, rally, towel, tallow, fill, fuel, nail, knoll, kingly, wrongly, lung, along, Philo, daily, pallid, value, annual, folio, dally, policy, valley, annul, fellow, fall, arrow, allay, borrow, buyer, ferry, fear, bureau, bear, fire, fiery, shear, sherry, liar, Larry, furrowed, terrific, merge, reform, maritime, mere, empire, embower, mirror, hero, hewer, rear, Harry, notary.

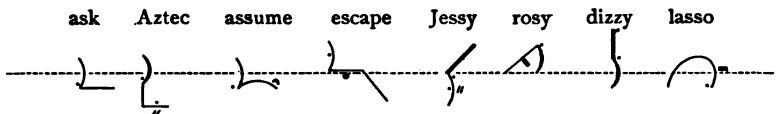
S- AND Z-STROKES AND S- OR Z-CIRCLE

105. Rules for Use of Strokes for S and Z. The strokes for *s* and *z*, with which the student is already familiar, are to have a briefer representation; but the stroke forms will continue to be used under the following circumstances:—

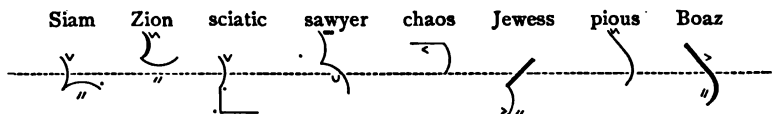
a. When *s* or *z*, or two *s*-sounds, are the only consonants in a word, or when the sound of *z* begins a word.



b. When either *s* or *z* is preceded by a vowel at the beginning of a word or followed by a vowel at the end of a word.



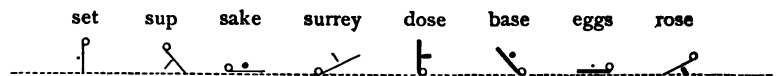
c. When two vowels, one accented, follow *s* or *z* at the beginning of a word or precede *s* or *z* at the end of a word.



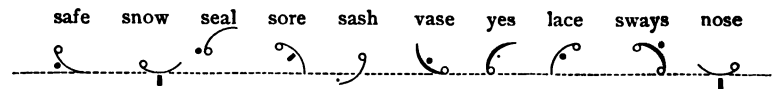
106. Rules for the Use of a Circle for S or Z. In all other cases *s* or *z* may be represented by a small circle attached to a stroke. If a distinction between *s* and *z* were necessary, the circle might be shaded for *z*, but from practical experience this has been found to be unnecessary.

There are a few strict rules for writing this circle; namely:

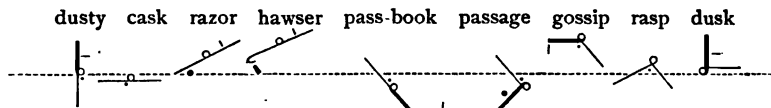
a. When written at the beginning or end of a straight stroke, it must be written with left motion. This motion is opposite the movement made by the hands of the clock.



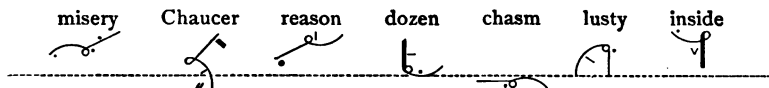
b. When written at the beginning or end of a curved stroke, it must be written inside the curve. On curves, then, it may be written with either left or right motion.



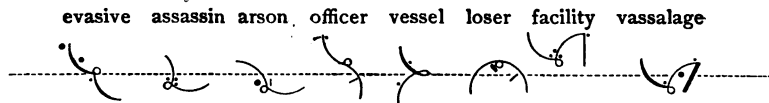
c. When *s* or *z* occurs between two straight strokes which form no angle, it is written with left motion; if the straight strokes form an angle, it is written outside the angle.



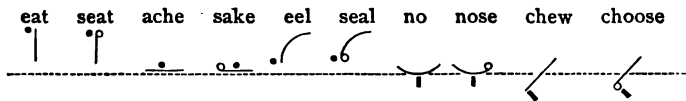
d. When *s* or *z* occurs between a straight stroke and a curve, it is written inside the curve.



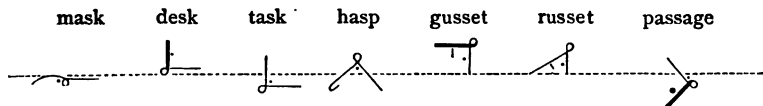
e. When *s* or *z* occurs between two curved strokes, it is usually written inside the first curve. There are a few cases when it is easier to place the circle outside the first curve.



107. Writing Vowels with S-Circle. a. Vowels are placed with reference to the stroke, not to the circle.

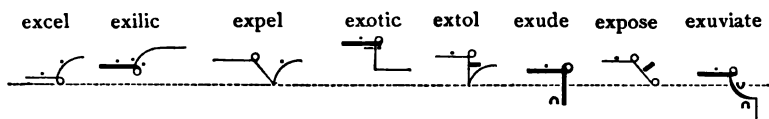


b. When the *s*-circle occurs in the middle of a word, the rules for placing vowels between consonants cannot be adhered to, as the vowels might then be read out of their proper order. In such cases write the vowel on the stroke between which and the *s* the vowel is sounded.

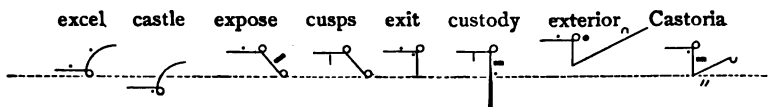


108. Reading the S-Circle. When the *s*-circle is written at the beginning of a consonant, it must be read *before all other sounds*; when at the end, it must be read *after all other sounds*.

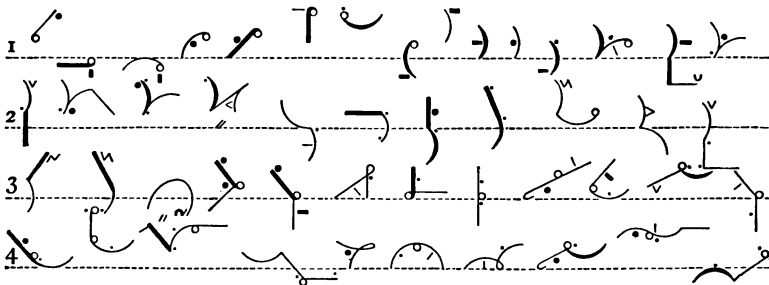
109. Methods of treating X. *a.* The letter *x* is composed of the sounds *č-kuh-suh* or *č-guh-zuh* — *čks* or *čgz*. In words in which the *x* is followed by an accented syllable beginning with a vowel sound, or by a silent *h*, this letter generally has the sound of *čgz*; in all other words it has the sound of *čks*.



b. In reading shorthand outlines in which the stroke *kuh* and the *s*-circle, or the stroke *guh* and the *s*-circle, occur, the student should first read the combination as *č-kuh-suh* or *č-guh-zuh*, thus assuming the presence of an initial vowel. If the word is not thus secured, try *kuh-suh* or *guh-zuh*; that is, with no vowel preceding the stroke. Observe the contrast in the following words:—



EXERCISE XLI



EXERCISE XLII

1. spy	11. eyes	21. policy	31. hasty
2. sod	12. sigh	22. mossy	32. dusky
3. sink	13. ease	23. boozy	33. disposal
4. saith	14. seas	24. jealousy	34. resource
5. pays	15. Zeno	25. sewer	35. unmask
6. rows	16. easier	26. scion	36. supposing
7. noose	17. asp	27. Matthias	37. nuisance
8. fuse	18. zebu	28. Elias	38. mason
9. snatch	19. Ezra	29. Darius	39. larceny
10. search	20. noisy	30. besought	40. dislike

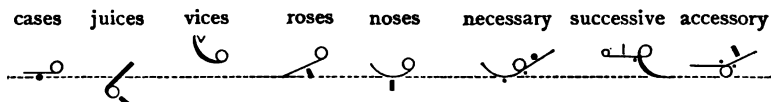
110. Teacher's Dictation Exercise. Safe, loose, knees, race, gaze, fix, locks, patches, eases, see, ask, sack, asp, sap, pass, race, racy, police, policy, sign, scion, signs, science, juice, Jewess, fox, gas, gassy, fusty, musty, bestow, rusty, dusty, dizzy, chosen, mason, beseech, bias, base, rising, loser, citizen, obelisk, supposing, desks, lisps, discuss, resource, suffusing, duskiness.

EXERCISE XLIII

1. seat	13. Sam	25. tease	37. testy
2. sad	14. sang	26. daze	38. cask
3. soak	15. sooth	27. cause	39. razor
4. sag	16. cease	28. gas	40. bask
5. sap	17. sole	29. pass	41. rasp
6. sob	18. sway	30. abuse	42. risk
7. spa	19. save	31. choice	43. cousin
8. sage	20. silly	32. juice	44. pacer
9. sorry	21. sun	33. rags	45. risen
10. sore	22. sneeze	34. oars	46. chosen
11. seer	23. sacks	35. ears	47. mask
12. sash	24. signs	36. hours	48. wasp

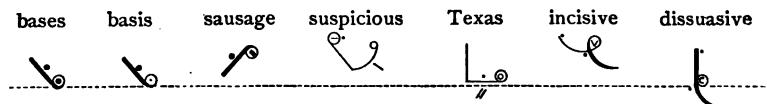
THE DOUBLE S-CIRCLE

111. Syllables Sēs, Sēz, Zēs, Zēz. Two sounds of *s* may be expressed by writing a circle twice the size of the *s*-circle at the beginning, middle, or end of outlines. *Zes* and *zez* may be shaded to distinguish them from *ses* and *sez*, but such distinction is scarcely necessary. The rules which govern the writing of the *s*-circle apply to the double *s*-circle.

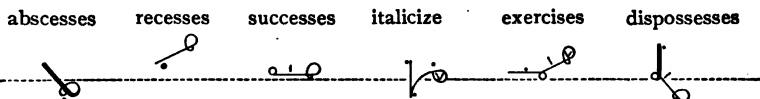
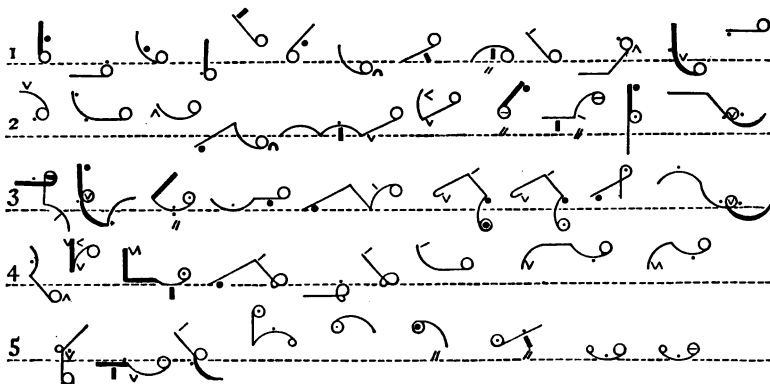


112. Special Vocalization of Double S-circle. Ordinarily the large circle has the sound of *sēs*, but a more prominent vowel than *ē* occurring between the two sounds of *s* may have special representation. As the circle is large enough to permit a vowel to be written within it, advantage is taken of the opportunity thus offered to express definitely those prominent vowels which occur with the greatest frequency between the two sounds of *s* by writing their respective signs within the large circle. Evidently but one vowel of each sort may be used in this manner, and the choice is made as follows:—

- First-place heavy dot, *ē*, is written within the circle.
- First-place heavy dash, *ā*, is written within the circle.
- First-place light dot, *ī*, is written within the circle.
- Second-place light dash, *ū*, is written within the circle.
- Third-place light dot, *ǎ*, is expressed by a circle within the circle.
- I* and *wā* are expressed by their respective signs within the circle.



113. The Syllable Sēsēs. An additional *s* may be expressed by continuing the stroke through the outline and writing the circle opposite the large double *s*-circle.

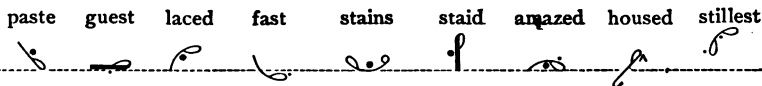
**EXERCISE XLIV****EXERCISE XLV**

- | | | | |
|-------------|------------------|-------------------|-----------------|
| 1. teases | 11. atlases | 21. excesses | 31. symbolizes |
| 2. cheeses | 12. annoyances | 22. possessed | 32. supposes |
| 3. gazes | 13. sciences | 23. system | 33. solemnizes |
| 4. nooses | 14. peruses | 24. emphasis | 34. apologizes |
| 5. muses | 15. victimizes | 25. emphasize | 35. exegesis |
| 6. ruses | 16. indisposes | 26. exercising | 36. Mississippi |
| 7. looses | 17. necessity | 27. capsizes | 37. Parnassus |
| 8. amuses | 18. successful | 28. deputizes | 38. synopsis |
| 9. refuses | 19. inaccessible | 29. revises | 39. molasses |
| 10. bodices | 20. sneezes | 30. necessitously | 40. injustices |

114. Teacher's Dictation Exercise. Ruses, poses, mazes, chases, causes, hisses, fixes, loses, debases, refuses, carouses, arises, rises, leases, Alice's, theorizes, memorizes, Jesus, Colossus, systems, resist, emphasizes, capsizes, exhausts, sausages, theses, thesis, scissors, Cæsar, Cicero, rejoices, Genesis, imposes, desist, affixes, successive, necessary, Sussex, Sicily, excesses, vexes, sciences, senses, census, ounces, abscess, repulses, recesses, exercises, accessory.

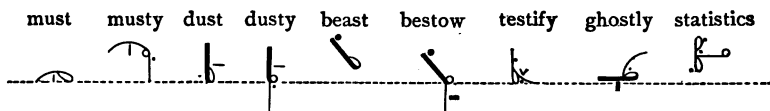
THE ST- AND STR-LOOPS

115. Syllables St and Zd. By enlarging and flattening the *s*-circle the sound of *st* or *zd* with no intervening vowel may be expressed. This loop is written on about one third of the stroke and is governed by the rules of the *s*-circle. It is sounded *stuh*.



It will not be necessary to distinguish between *st* and *zd*, as the context will readily determine the word intended.

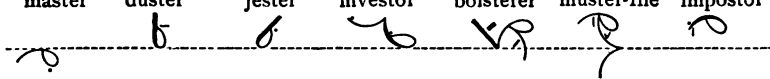
116. Vowels after St. When a vowel follows *st* at the end of a word, the *s*-circle and the stroke *tuh* must be used. The *st*-loop may be used in the middle of words, but not when the stroke which follows *st* continues through the stroke to which the *st*-loop is attached. The loop may not be used in words like *postage*, *vestige*, *Gustavus*, *castigate*.



117. The Syllable Str. A larger loop, written on about two thirds the length of the stroke, expresses the sound of *str*. This loop is

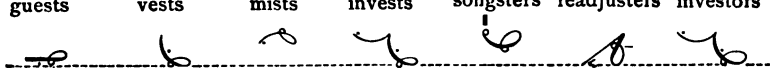
written at the middle or end of words, and is governed by the rules of the *s*-circle. It is sounded *stur*.

master duster jester investor bolsterer muster-file impostor

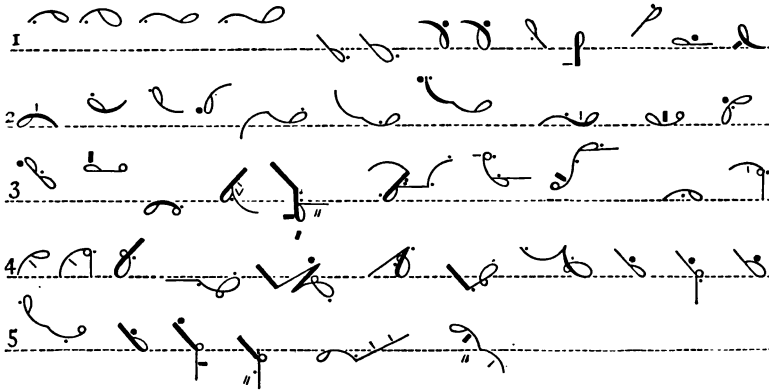


118. The Syllable Strs. An additional *s* may be added to the *st*- and *str*-loops.

guests vests mists invests songsters readjusters investors



EXERCISE XLVI



EXERCISE XLVII

- | | | | |
|------------|-----------|--------------|--------------|
| 1. post | 6. master | 11. style | 16. stuff |
| 2. poster | 7. vast | 12. story | 17. stamping |
| 3. chest | 8. vaster | 13. stair | 18. stomach |
| 4. Chester | 9. staid | 14. sliced | 19. stimulus |
| 5. mast | 10. study | 15. silenced | 20. sinister |

21. atheistic	26. theorized	31. musterer	36. theists
22. statistical	27. stolid	32. teamsters	37. Axminster
23. theistic	28. steerage	33. molests	38. choristers
24. sophistical	29. sincerest	34. gamesters	39. stammers
25. scholastic	30. luster	35. outcasts	40. paymasters

119. Teacher's Dictation Exercise. Cast, castor, fast, faster, dust, duster, jest, jesters, post, posters, past, pastor, coast, coasters, roasts, roasters, stage, step, stiff, store, story, stump, stole, styles, stillest, silliest, stars, gust, gusty, gusset, rust, rusty, russet, gist, justice, test, testify, justify, mast, musty, mist, misty, mystify, destiny, majestic, sophistic, invests, investors, stores, stories.

WORD SIGNS

SIXTH LIST OF WORD SIGNS

Arbitrary :

o is, his

o as, has

o first

Contractions :

p satisfy-ed

o similar-ly
o somebody

o several

o because

o yours

o influence
o hence

o influenced
o next

o impossible-ility

o suggest

Without Vowels :

p said

o such

o seem
o some, sum

o seen

o its

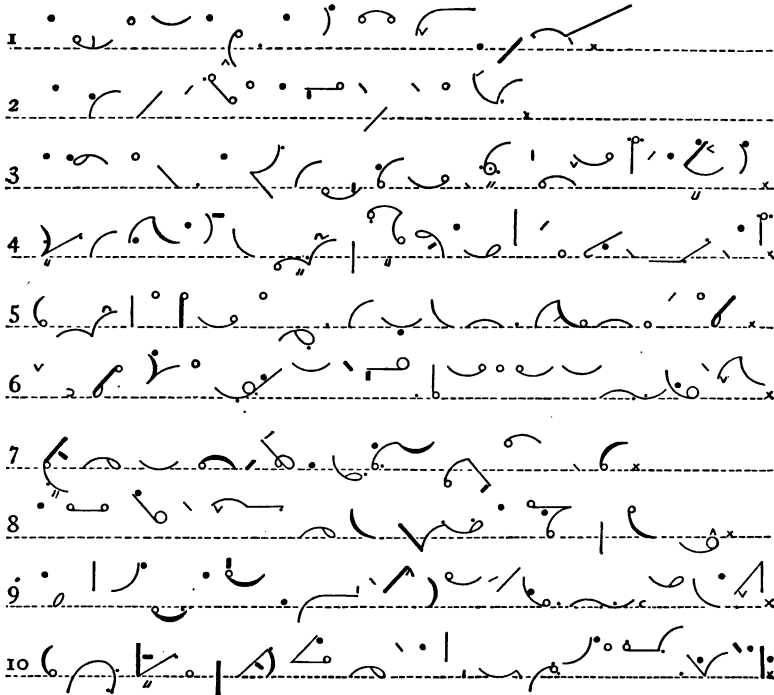
o this
o those

o must, most

o just

o six

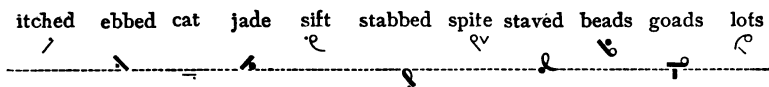
EXERCISE XLVIII



EXERCISE XLIX

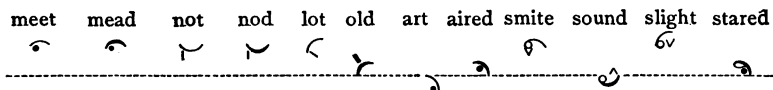
1. Isaac, if you arise early, awake Howard, and coax him to go on with the study of the book. 2. He may buy some of those toys if he has six dollars in his bank. 3. The seals sleep on the rocks and seem to be satisfied with such easy lives. 4. He said he should be on his way to the city the first thing to-morrow, because he must make several sales before sunset. 5. Miss Emily Chase sang "The Last Rose of the Season," and it would be impossible to state its influence. 6. Jesse took several doses of Jackson's Panacea, and said he never was so joyous in his life. 7. The sun was a ruddy orb

122. Reading Halved Strokes. A vowel written before a half-length stroke is read first; written after, it is read before the added *tuh* or *duh*. Any circle or loop, however, is read before the vowel if the circle or loop is at the beginning; or after the vowel and the added *tuh* or *duh* if at the end.

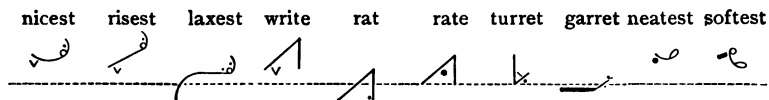


Half-length outlines in the third position are written entirely beneath the line.

123. Halving L, M, N, and R. As *duh* occurs but seldom after the sound of *ump*, *ung*, *yuh*, and *wuh*, there is great advantage in deciding that these four strokes when standing alone may never be halved to add *duh*. As a result of this decision, *um*, *un*, *luh*, and *ur*, the "mates" of these four strokes, are halved and shaded to add *duh*. These half-length shaded strokes cannot be confused with *ump*, *ung*, *yuh*, and *wuh*, as these strokes are not halved when standing alone. Half-length shaded *luh* must be written downward.

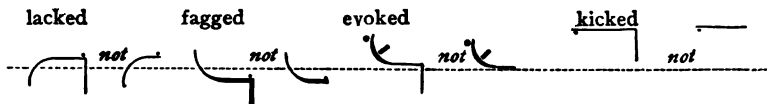


124. Halving Upward S and Upward R. Half-length *suh* may be written upward if necessary; and half-length *ruh* must not stand alone. The syllable *est* may be expressed by the *st*-loop.

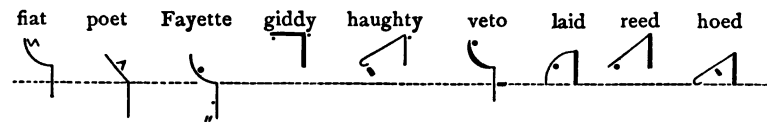


125. Halving forbidden. *a.* The halving principle may not be used when strokes are joined without forming a distinct angle; otherwise it would be difficult to tell where the first stroke ended, especially when

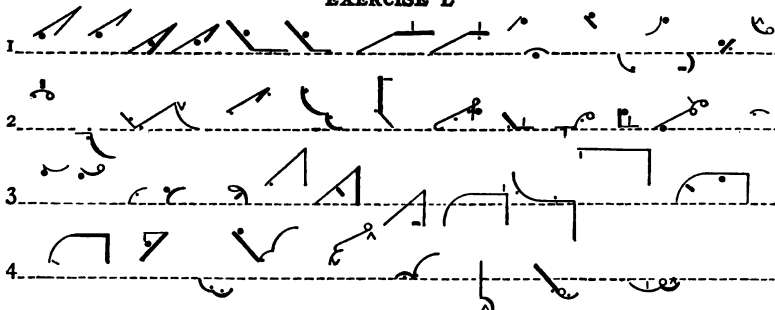
rapid writing made it difficult to be careful about the angle.



b. Do not halve when *t* or *d* is preceded by two vowels, one accented; when a vowel follows *t* or *d* at the end; or when a vowel occurs between *l* and *d*, *r* and *d*, or *h* and *d*.



EXERCISE L



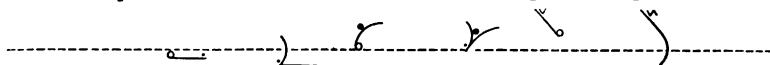
EXERCISE LI

- | | | | |
|-----------|--------------|-------------|-------------|
| 1. rake | 11. deed | 21. pilot | 31. stored |
| 2. raked | 12. bathed | 22. antic | 32. wrought |
| 3. urge | 13. caged | 23. aimed | 33. ride |
| 4. urged | 14. cats | 24. pared | 34. riot |
| 5. back | 15. jades | 25. field | 35. bobbed |
| 6. backed | 16. scouts | 26. fault | 36. leaked |
| 7. page | 17. sonnets | 27. timid | 37. slaked |
| 8. paged | 18. summits | 28. soundly | 38. roared |
| 9. fit | 19. lacerate | 29. index | 39. stacked |
| 10. aft | 20. resound | 30. indigo | 40. stemmed |

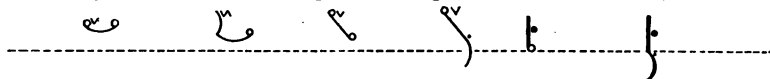
126. Teacher's Dictation Exercise. Rubbed, leaped, topped, kept, raged, bagged, rocked, ragged, booked, hatchet, cheat, late, bid, fit, shot, eased, goad, fights, voids, omits, buds, maids, mats, swords, scouts, active, antic, billet, cottage, results, lit, ailed, mit, aimed, knots, nods, art, aired, boomed, paired, ruined, bailed, refilled, lagged, locket, reared, piped, cocked, model, steamed.

127. Common Errors on S-Circles and Halving Principle. *a.* Tendency to use the *s*-circle where the stroke should be used.

Compare *sack* with *ask*; *sail* with *assail*; *pies* with *pious*



signs with *science*; *spice* with *spicy*; *days* with *daisy*



b. Failure to appreciate the fact that circles and loops do not have the value of strokes, hence they generally have less effect on the choice of *r*-stroke than a vowel which precedes or follows the *r*. Write *store*, *story*, *circus*, *stork*, *stirrup*, *forces*, *forest*, *forester*.

c. Failure to observe that when *s* or *z* occurs in the middle of a word the *s*-circle may always be used, without reference to vowels preceding or following.

d. Failure to understand and apply the rules which govern the *s*-circle when it occurs in the middle of a word.

e. Tendency to write the *st*-loop in words like *gusty* or *gusset*.

Compare *gust*, *gusty*, *gusset*; *rust*, *rusty*, *russet*



f. Tendency to write words like *lacked*, *kicked*, *bobbed*, *reared*, etc., with the halving principle. If this is done, there is no angle to tell where the full-length stroke ends and the half-length begins. Stroke *tuh* or *duh* must be used.

g. Failure to write a stroke *tuh* or *duh* in words like *pity*, *giddy*, *veto*, *Biddy*, etc. The halving principle must not be used in this class of words.

h. Tendency to confuse words like *beads* and *beast*.

Compare *beads* with *beast*; *pats* with *past*; *nets* with *nest*; *mats* with *mast*

i. Failure to observe that convenience of outline generally makes it best to use *ul* before *sn*, and after *fs*, *vs*, and *ns*; also *ruh* after *ns*.

WORD SIGNS

SEVENTH LIST OF WORD SIGNS

Without Vowels :

could — got I did (thought (that — not
 — get, good
 about
 — might — made — let — seemed

Contractions :

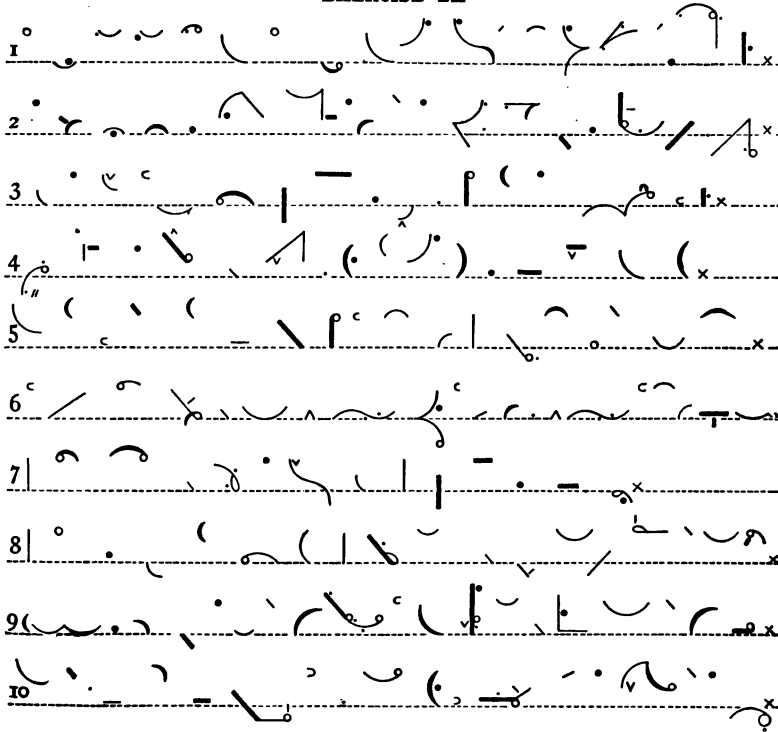
(without — nature — under — immediate-ly
 — hand — hold, held
 — after — Lord, read — somewhat.
 — word
 fact

For convenience, several of the heavy-stroke signs are used to express an added *t*, and one light-stroke sign is used to represent an added *d*.

128. Adding Circles and Loops to Word Signs. *S*, *st*, or *str* may be

added to a word sign; thus : *things*, *knows*, *youngest*, *youngster*. A word sign may sometimes be made half-length to express the past tense; thus : *hoped*, *acknowledged*, *used*, *seemed*, etc.

EXERCISE LII

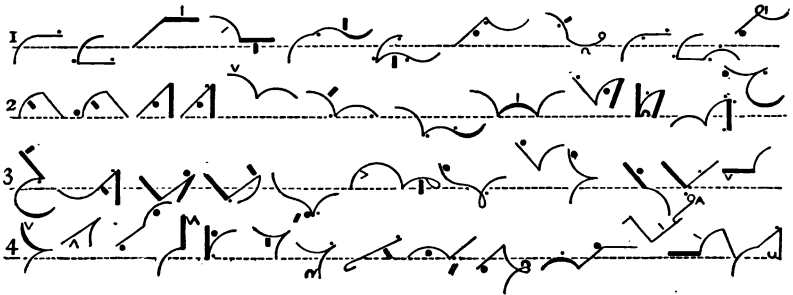


EXERCISE LIII

1. The cat made the dog mad as they fought about the piece of meat. 2. He took a note of the items in the deed and said he would get a good copy after a time. 3. Joseph wrote at a fast rate, and could read his notes easily. 4. What made you go away immediately, and how did you manage to allow the boys to assist after you had left? 5. They had not seen him before, and thought, by the way his hand shook, that he was as old as Moses Forrest, at least. 6. Without our knowing the nature of the joists, you ask us

to buy some, and you still expect us to let our buyer send for so many. 7. To make immediate use of all the abilities we possess is the best that we may hope to do. 8. We should hold the good deeds of our enemies before our gaze, and not always see the bad side. 9. If all would stick to the facts in any case, justice would be satisfied. 10. By the word of the Lord many have seemed to get a holy zeal. 11. Though she may be somewhat rickety now, the old steamer has pulled many a large party to Buzzard's Bay. 12. The rat lived under the house for a long time, and took his meals as he felt disposed. 13. Samson was an unusual being, and was possessed of a might such as few have enjoyed. 14. Those who have all the money they need have got all they should ask for or could expect to enjoy. 15. It is held that all have the common right to aim for happiness.

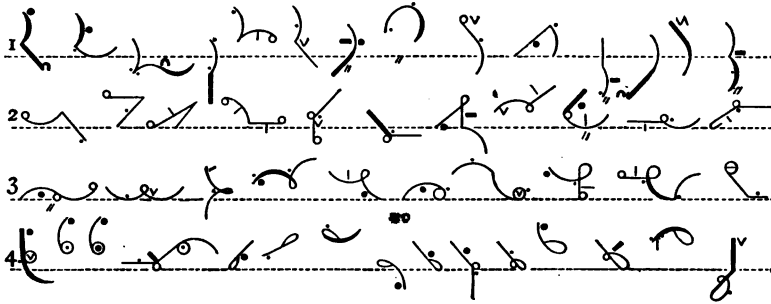
EXERCISE LIV — REVIEW



EXERCISE LV — REVIEW

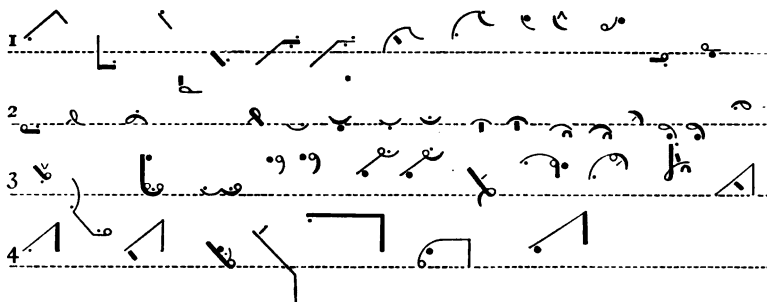
- | | | | |
|--------------|---------------|-------------|-------------|
| 1. like | 6. lengthiest | 11. rooming | 16. alive |
| 2. alike | 7. rack | 12. remedy | 17. reach |
| 3. alkali | 8. Arcadia | 13. leap | 18. archway |
| 4. lugged | 9. rear | 14. elope | 19. ruby |
| 5. alongside | 10. Romish | 15. live | 20. Arabic |

- | | | | |
|--------------|---------------|-------------|-------------|
| 21. Ruth | 26. unfairly | 31. leer | 36. annul |
| 22. earthy | 27. etymology | 32. Leary | 37. impel |
| 23. acerbity | 28. evolve | 33. renewal | 38. mayor |
| 24. cherubim | 29. bowl | 34. dowel | 39. emperor |
| 25. inform | 30. foal | 35. Nile | 40. embargo |

EXERCISE LVI—REVIEW**EXERCISE LVII—REVIEW**

- | | | | |
|---------------|-------------|-----------------|----------------|
| 1. zoölogy | 11. assayer | 21. design | 31. ounces |
| 2. zest | 12. cyanic | 22. cowslip | 32. adzes |
| 3. acidity | 13. Boaz | 23. message | 33. suspicious |
| 4. auspicious | 14. dais | 24. disuse | 34. emphasizes |
| 5. espouse | 15. expire | 25. noisome | 35. jest |
| 6. poesy | 16. excuse | 26. housing | 36. justice |
| 7. posy | 17. cusk | 27. nuisance | 37. opposed |
| 8. Melissa | 18. custom | 28. visage | 38. opposite |
| 9. Sierra | 19. tusk | 29. incendiary | 39. barristers |
| 10. joyously | 20. musk | 30. viciousness | 40. teamsters |

EXERCISE LVIII — REVIEW



EXERCISE LIX — REVIEW

- | | | | |
|-------------|-------------|--------------|---------------|
| 1. tipped | 21. soaked | 41. stirred | 61. afield |
| 2. digged | 22. sobbed | 42. stained | 62. appalled |
| 3. foot | 23. stacked | 43. intense | 63. teamed |
| 4. bode | 24. stopped | 44. desolate | 64. fascinate |
| 5. picket | 25. naughty | 45. disowned | 65. insect |
| 6. jagged | 26. gnawed | 46. fetlock | 66. desired |
| 7. loathed | 27. gnat | 47. sketched | 67. hide |
| 8. pocket | 28. annoyed | 48. surfeit | 68. red |
| 9. lightest | 29. mote | 49. mimicked | 69. peeped |
| 10. deeds | 30. mowed | 50. hitched | 70. slacked |
| 11. alights | 31. ailed | 51. steamed | 71. vacate |
| 12. nets | 32. alight | 52. staved | 72. caulked |
| 13. nods | 33. aired | 53. stocked | 73. caged |
| 14. moats | 34. art | 54. stoned | 74. loafed |
| 15. moods | 35. sacked | 55. buds | 75. rugged |
| 16. shouts | 36. scout | 56. cheats | 76. rocked |
| 17. fiats | 37. smites | 57. goads | 77. hatchet |
| 18. voids | 38. snouts | 58. cats | 78. imitate |
| 19. ants | 39. sleets | 59. skates | 79. associate |
| 20. gnats | 40. sifts | 60. spots | 80. packet |

SPEED PRACTICE

129. Speed-Practice Letter 3. A speed of fifty or more words per minute should be attained on the following letter. To this end, first write it neatly and carefully, then have it corrected. Practice it repeatedly, correcting as you go along, and have it dictated the last few times, omitting the vowels. Observe whether your last copy is as accurate as the first correct one.

Tuscaloosa, Alabama, August 6, 1905.

JAMES SISSON, Esquire,
Peoria, Illinois.

Sir:

We received your note of the 15th ultimo, and beg to say that we are sorry to be informed that the package we sent you²⁵ has not yet reached you. We did our best to get it off in good time, and think you will yet receive it early enough⁴⁰ to allow you to use the posters for the object you name. We shall write to the carriers of the goods immediately, and hope we⁷⁵ may get some news in time to meet your needs.

It seems peculiar, since the necessary costs were already met, that they should be so¹⁰⁰ long on the road. We still suppose you will get them by the day you name, and we would advise you not to let the¹²⁵ delay embarrass you in the least. We think you will be safe if you look for them by the 13th, for you certainly will receive them¹⁵⁰ by that day.

We desire to inform you that we have on hand to-day some good books, about which we ask your serious thought. We¹⁷⁵ feel certain they would assist you in your studies and make some of your arduous tasks far easier. We shall send sample copies for perusal²⁰⁰.

Yours as ever,

THOMAS TALCOTT & SON.

130. Speed-Practice Matter 1. The following selection is adapted from *Æsop's Fables*, and is intended to furnish the student with matter different from business letters to be written in neat shorthand, corrected, and practiced until the whole can be written from dictation in four minutes:—

It was said that the lion was sick and could not leave his lair, but that he would be happy to see any of the²⁵ beasts who might come

to pay the respect that was due to him. Many took advantage of his goodness and loyally sought the house of ⁹⁹ the "Lord of the Forest," but it was noticed that the fox wisely kept away.

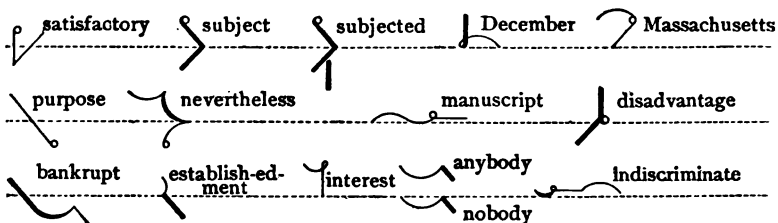
The lion noticed his absence and sent a jackal to ⁷⁶ say that he hoped that he was not void of the respect he owed to the lion. He desired him to come and do his ¹⁰⁰ duty, as did the rest of the beasts.

The fox said to the jackal: "Give my sincerest respects to your master and say that I ¹²⁵ had intended to come to see him, but I notice that all the footmarks at the mouth of his house face the door. No visitors ¹⁵⁰ seem to have left him, for no footmarks are seen that indicate they have come out. Because of this important fact I have decided to ¹⁷⁵ stay away. I hope he will excuse me." The lion's illness was a mere sham to lure the poor innocent and foolish beasts to death.²⁰⁰

WORD SIGNS

EIGHTH LIST OF WORD SIGNS

Contractions :



EXERCISE LX

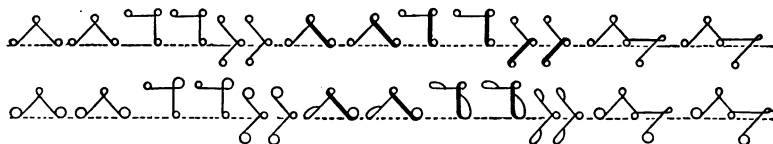
1. I would suggest that it might be a good thing to pay your interest, so that you may be at no disadvantage if Ezra is ready to establish the fact that you owe him such a large sum of money.
2. I am satisfied that he said such things as you speak of, because this fellow is of such a nature that he would not hesitate to say all

that he thought. 3. It is my purpose to sell him a large bill of these goods in December; and immediately after I have sold to him I have no fear that anybody else will get his custom. 4. The bankrupt said he would be ready to sell the manuscript to any good house in the book business, but he would insist on being given a note subject to six per cent interest. 5. I might take immediate steps to hold him to his word, but I feel somewhat uncertain about the result of such a way of dealing with a large buyer of goods. 6. Nobody of any importance lives in the house which we saw on our way to the Salem news store. 7. He wrote the manuscript for the purpose of which you spoke, but he did not get so much for it as he should have had because its subject was not satisfactory. 8. It is a fact that he became bankrupt, but not as the result of his own faults; nevertheless, he failed last December, in Chelsea, Massachusetts. 9. It is an established fact that indiscriminate exercise is as bad for the body as too little; hence all should show a wise interest in this important subject. 10. I have seen similar sights several times, but I do not let such things influence me.

SHORTHAND PENMANSHIP EXERCISES

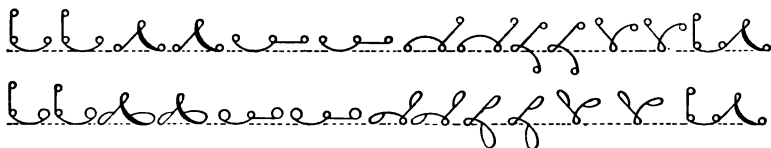
131. Drill on Circles and Loops. Do not fail to practice the muscular movement and to use it constantly.

CIRCLES BETWEEN STRAIGHT STROKES



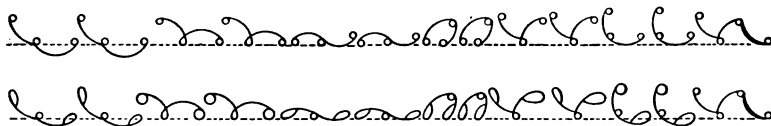
Be careful about the size of the circles and loops. Write each combination many times, until it can be made with an easy, continuous movement. Each stroke must be perfectly straight.

CIRCLES BETWEEN STRAIGHT AND CURVED STROKES



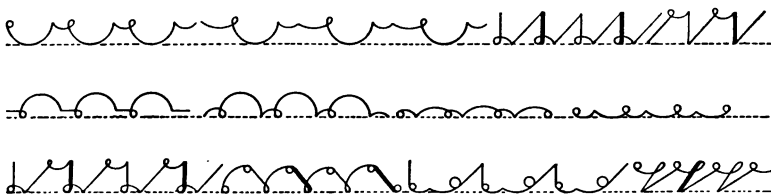
Some of these are difficult, but their mastery means ease of execution in a part of your chosen field of work.

CIRCLES BETWEEN CURVED STROKES



Some of these circles and loops must be made with great care. Persevere in practicing them faithfully.

COMBINATIONS OF CIRCLES AND HALVING



Through all these exercises there is an attempt to illustrate the rules. Be thoughtful as you write them. Do not leave this exercise until it is written speedily and yet neatly.

Do not "scrawl"; better slowly draw all exercises than do that. Persevere. Remember your hand needs the training, or you would have no trouble with these exercises. That is a fair test.

REVIEW LIST OF SIGNS

o is, his	o six	Lord, read
as, has		word
first	influence	somewhat
	hence	
satisfy-ied	influenced	seemed
	next	
said	could	anybody
such	got	nobody
seem, similar-ly	get, good	establish-ed-ment
some, sum	did	bankrupt
seen	about	December
somebody	thought	Massachusetts
several	that	disadvantage
	without	
its	not	purpose
because	nature	
	after	subject
this	fact	
those	let	subjected
yours	under	satisfactory
impossible-ity	hand	
	might	indiscriminate
must, most	immediate-ly	
	made	interest
just	held, hold	manuscript
suggest		nevertheless

PART IV

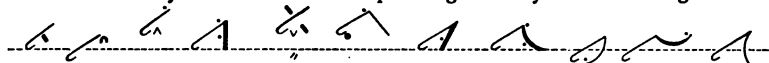
H-TICK, INITIAL HOOKS, SEMICIRCLES, AND PHRASING BEGUN

H-STROKE AND ITS SUBSTITUTES

132. H-Stroke at the Beginning. There are two substitutes for the *h*-stroke. This stroke, however, will continue to be used under the following conditions :—

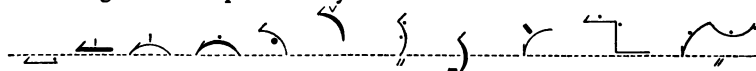
- a. When *huh* is the only stroke in a word ;
- b. When a vowel precedes *huh* at the beginning of a word ;
- c. When *huh* begins a word before all consonants except *kuh, guh, um, ump, suh, zuh*, (unless a stroke follows *s* or *z*), *ur, wuh*, and *luh*.

hoe hue ahoy ahead Ohio aheap hedge heavy hash hang hath

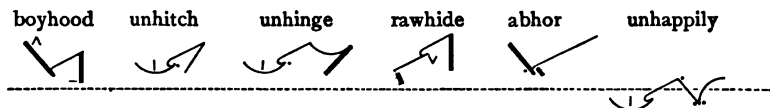


133. H-Tick at the Beginning. The *h*-stroke does not join conveniently with certain strokes ; therefore a small tick is substituted. When *huh* begins a word and is followed by *kuh, guh, um, ump, suh, zuh, ur, wuh*, and *luh*, a small tick written in the direction of *chuh* may be used. Observe that these strokes are natural pairs, except one. Four are written horizontally, four downward, and one upward. The order in which they are given makes it easier to commit them to memory.

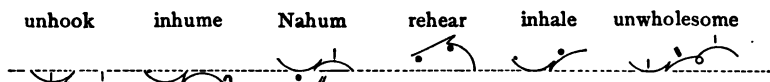
hack hug hum hemp hair why Hessie whose whole hectic Helena



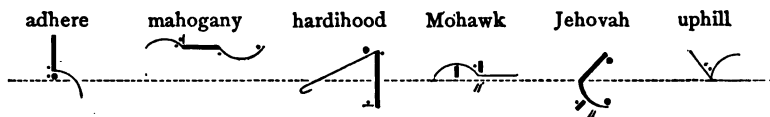
134. H-Stroke in the Middle. Whenever it is possible, the *h*-stroke is used in the middle of words before all consonants except the nine before mentioned. To get a full *h*-stroke it is sometimes necessary to retrace the hook of the *huh* on the preceding stroke.



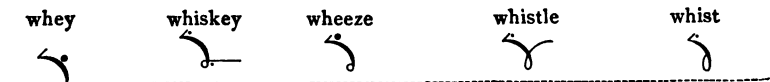
135. H-Tick in the Middle. Whenever it is possible, and if two acute angles result, the *h*-tick is used in the middle of a word if it occurs before any one of the nine consonants before mentioned.



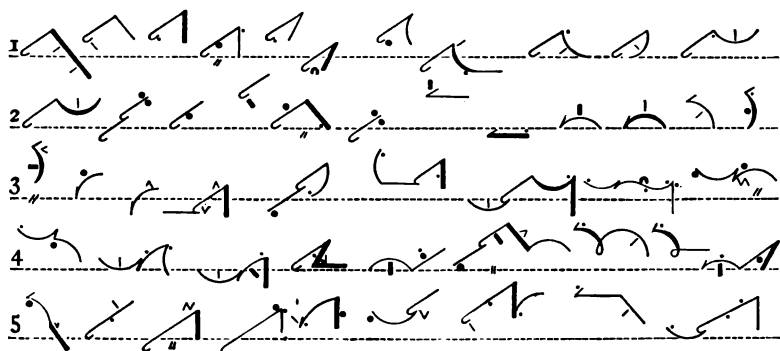
136. H-Dot in the Middle. Whenever it is inconvenient to use the *h*-stroke or the *h*-tick in the middle of a word, a dot written beside a dash vowel or before a dot vowel may be used to express the sound of *huh*.



137. The Sound of Wh. With the exception of a few words (like *who*, *whom*, *whose*, *whole*, and their derivatives), words beginning with the spelling *wh* are pronounced as though they were spelled *hw*; thus, *when* is pronounced as though it were spelled *hwen*.



EXERCISE LXI



EXERCISE LXII

- | | | | |
|------------|-------------|-------------|-----------------|
| 1. hip | 11. hoy | 21. hollow | 31. unhappiness |
| 2. heathy | 12. hah | 22. harm | 32. inhuming |
| 3. hod | 13. oho | 23. hill | 33. whom |
| 4. hobby | 14. aheap | 24. help | 34. unheard |
| 5. haughty | 15. hackney | 25. harvest | 35. unhealthily |
| 6. hatch | 16. hoax | 26. hero | 36. cohere |
| 7. hedge | 17. Hague | 27. horrify | 37. Bohemia |
| 8. Havana | 18. hemmed | 28. heard | 38. uphill |
| 9. hyena | 19. haunch | 29. behead | 39. history |
| 10. high | 20. hussy | 30. unhappy | 40. histology |

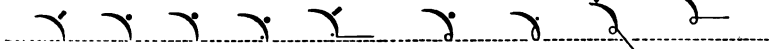
138. Teacher's Dictation Exercise. Head, haughty, hip, huge, Hannah, hunch, heavy, hung, hobby, hay, oho, Ahab, hack, hog, humming, humpy, history, hazy, hear, whey, heel, harming, hackney, heaviness, Harry, horrid, boyhood, abhor, hard, humid, unhinge, unchanged, whistler, whiz, unhealthy, inhere, Nahum, unhook, hardihood, babyhood, hedgehog, Dahomey, upholster, Johanna, hunchback, hodgepodge, horseback, horizon, hogshead, Hopewell.

W-STROKE AND ITS SUBSTITUTES

139. Rules for the Use of W-Stroke. The stroke form of *wuh* will continue to be used under the following conditions: —

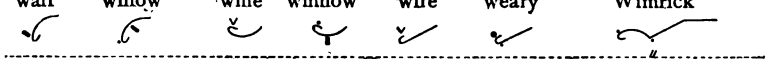
- a. When *wuh* is the only consonant in a word;
- b. When *wuh* is preceded by a vowel at the beginning of a word;
- c. When *wuh* is followed by a circle, loop, or hook.

woe weigh way away awoke weighs west wasp whisk



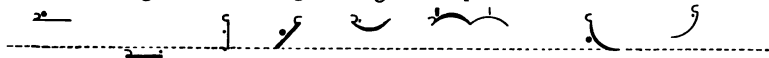
140. The Small W-Hook. A small hook may be written at the beginning of *luh*, *um*, *un*, and *ruh* to express the sound of *wuh*. These consonants are easily memorized, as they occur in alphabetic order — *l*, *m*, *n*, and upward *r*.

wall willow wine winnow wire weary Wimrick



141. The Semicircles for W. A small semicircle may be used for the sound of *wuh* before all other strokes. The semicircle may be turned either to the right or left, whichever gives the sharper angle.

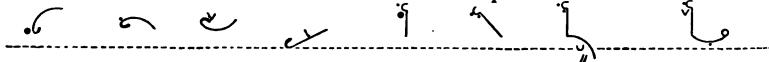
weak wag wet wage wing wampum wave wish



Observe that the *w*-hooks and semicircles are read first, as is the *s*-circle.

142. H preceding W. The sound of *luh* preceding *wuh* may be expressed by shading the *w*-hook, or by placing a dot beside the semicircle.

wheel whim whine whir wheat whip Whittier whiteness



143. The Large W-Hook. When the sound of *wuh* follows *kuh*, *guh*, *tuh*, *duh*, and occasionally *puh* and *buh*, a large hook may be written with left motion before any of these six strokes. The stroke and hook are regarded as one character, as they represent a compound sound. The hook is written first but read last.

quest guava twist dwell quick guano tweezers dwelt Dubois

144. W in the Middle. The small or large *w*-hook and the semi-circles may be used in the middle of words, and are to be read in regular order.

Edwin beware unworthy unwell outwit bewitch request languish

145. S preceding W. The *s*-circle may be written inside these hooks and the semicircles, and should be made somewhat flat and long when used at the beginning. As the *st*-loop may not be used inside a hook, the flattened circle will not be mistaken for that loop.

swell swim swine swear Swede swift squib dissuade elsewhere disquiet

EXERCISE LXIII

EXERCISE LXIV

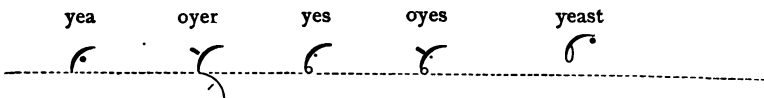
- | | | | |
|------------|--------------|---------------|---------------|
| 1. woes | 11. welfare | 21. Whitney | 31. twig |
| 2. waist | 12. winch | 22. whitecap | 32. squash |
| 3. await | 13. want | 23. Whig | 33. require |
| 4. awaked | 14. windiest | 24. while | 34. loquacity |
| 5. wisely | 15. witch | 25. whelp | 35. unworried |
| 6. wool | 16. waif | 26. whirl | 36. Epworth |
| 7. winnow | 17. walk | 27. whinny | 37. swoon |
| 8. warfare | 18. wove | 28. quoth | 38. sweep |
| 9. winsome | 19. wig | 29. dwelling | 39. bewitch |
| 10. work | 20. whiff | 30. Guatemala | 40. disquiet |

146. Teacher's Dictation Exercise. Woe, wise, west, await, wisely, wail, whale, wine, whine, wit, whit, willow, winnow, Wednesday, weed, Swede, witch, switch, wealthy, swim, wane, swain, welfare, Edwin, quail, Guelph, twice, dwell, request, squeeze, squeak, unworthy, unwell, Agawam.

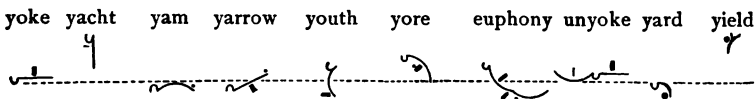
Y-STROKE AND Y-SEMICIRCLES

147. The Stroke for Y. The stroke *y* must be used as follows:—

- When *yuh* is the only consonant in a word;
- When *yuh* is preceded by a vowel at the beginning;
- When *yuh* is followed by a circle or loop.



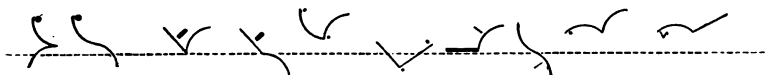
148. The Semicircles for Y. A small semicircle may be written before any stroke to express the sound of *yuh*, turned upward or downward, whichever gives the sharper angle. This semicircle may sometimes be used in the middle of a word.



DOUBLE CONSONANTS

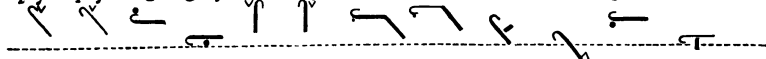
- 149. The Use of Strokes for L and R.** The stroke forms of *l* and *r* were thoroughly discussed in Part III. A substitute for these strokes is to be introduced, but the use of the stroke forms must first be thoroughly understood. It will be observed that the words *flee* and *free* each contain but two separate and distinct sounds. In the word *flee* the sounds are *fl-ē*; in the word *free*, *fr-ē*. The *fu*h and *ul* and the *fu*h and *ur* unite in a single sound of a compound nature. Further, it will be noticed that each of these words is uttered by but two impulses of the breath or voice. But in the words *feel* and *fear* there are three separate sounds in each word. These words contrast as follows: *flee* (*fl-ē*), *feel* (*fu*h-*ē-ul*); *free* (*fr-ē*), *fear* (*fu*h-*ē-ur*). In words like *feel* and *fear*, therefore, where a distinct vowel sound occurs between a consonant and *l* or *r*, the stroke form of *l* or *r* must be used.

feel fear pole pore filly parry gull fur mill mire



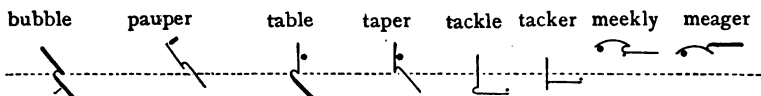
- 150. The L- and R-Hooks.** In words like *flee* and *free*, where no vowel sound occurs between the consonant sound and the sound of *l* or *r*, a small hook, written at the beginning of the stroke, may be used for the sound of *l* or *r*. On straight strokes the *l*-hook is written with left motion, and the *r*-hook with right motion. These hooks, although written first, are read last; or, rather, the two are read as one compound sound. The *l*- or *r*-hook is never read separate from the stroke, but as one with it.

ply pry eagle gray idle dry glib crib blow brow glee crow



- 151. L- and R- Hooks in the Middle.** These hooks may be used in the middle of words, but a perfect hook cannot always be formed,

owing to the variety of angles formed by the joined strokes. In such cases slightly retrace upon the preceding stroke.

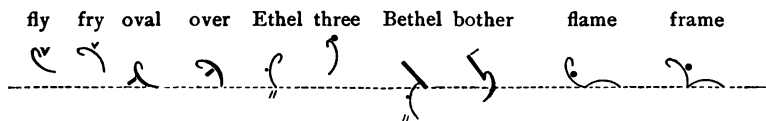


152. Writing Vowels with Double Consonants. It will be noticed that the vowels in *bubble*, *tackle*, and *tackler* are placed as though the word consisted of but two simple strokes. This is because a double consonant is considered as one consonant, even though it represents a compound sound. Thus it will be seen that the rules for placing vowels between consonants are applied to double consonants.

IRREGULAR DOUBLE CONSONANTS

153. R-Hook on Curved Strokes. As hooks may be written only on the inside of curves, it follows that some special arrangement will be necessary in order to place both *l*- and *r*-hooks on curved strokes. This necessitates some irregular double consonants.

154. Inversion of Fr, Vr, Thr, and Thr. Following the practice on straight strokes, a hook made with left motion may be placed on *f*, *v*, *th*, and *th* to form the double consonants *fl*, *vl*, *thl*, and *thl*; but, since a hook may be placed on but one side of a curved stroke, it is necessary to invert the strokes *f*, *v*, *th* and *th* in order to obtain the double consonants *fr*, *vr*, *thr*, and *thr*. These four irregular consonants should not be mistaken for *rr*, *wr*, *sr*, and *zr*, for the reason that *rr* is written with two *r*-strokes, *wr* with the *w*-hook on upward *r*, *sr* with the *s*-circle on the *r*-stroke, and *zr* with the *z*-stroke and *r*-stroke.



The thoughtful student has observed that the *l*-hook is written with left motion, and the *r*-hook with right motion, up to this point.

155. Other Irregular Double Consonants. The *w*-hook on *luh*, *um*, *un*, and *ruh* creates a difficulty about placing the *l*- and *r*-hooks on those strokes. To obviate this difficulty, the hooks on *ml*, *nl*, *ngl*, *rl*, and *lr* are enlarged, while *mr* and *nr* have their strokes shaded. As the *r*-hook is never placed on *ump* or *ung*, there should be no trouble arising from shading the *n*- and *m*-strokes for *nr* and *mr*. *Shl* is written upward, and must be used only when joined to another consonant.

animal tunnel gradglingly spiral Naylor hammer banner official

156. Memorizing Irregular Double Consonants. A thoughtful study of the following comparison of the irregular double consonants and those outlines with which they conflict will remove the difficulties from this confusing part of phonography. The accompanying letters represent the sounds of the double consonants, but not necessarily the spelling.

IRREGULAR DOUBLE CONSONANTS AND CONFLICTING OUTLINES

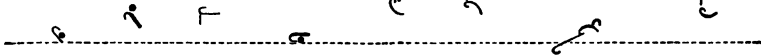
	wul	wem	wun	wur						
W-hooks:										
		mul	nul	rul	ingl	ful	vul	thul	thul	shul
L-hooks:										
	lur	mur	nur			fur	vur	thur	thur	shur
R-hooks:										

157. H before Double Consonants. The *h*-tick may be prefixed to any double consonant to which it can be joined when written in its proper direction — that of the consonant *chuh*.

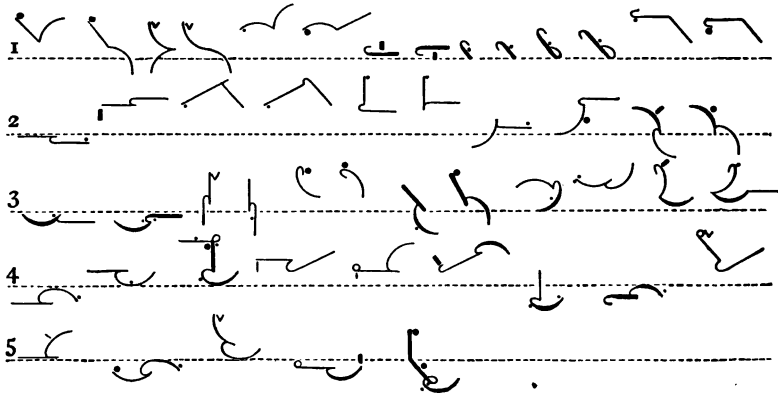
hobble hovel huddle hither hopper hatcher hatter

158. Halving Double Consonants. The halving principle may be used in connection with double consonants, and the *t* or *d* is read finally.

plate breed clot grade flit fright humored honored



EXERCISE LXV



EXERCISE LXVI

- | | | | |
|------------|------------|------------------|--------------|
| 1. tale | 11. club | 21. devil | 31. rural |
| 2. tare | 12. grub | 22. Dover | 32. cooler |
| 3. mail | 13. pickle | 23. fisher | 33. roamer |
| 4. mayor | 14. picker | 24. officially | 34. dinner |
| 5. play | 15. shovel | 25. shrimp | 35. carol |
| 6. pray | 16. shiver | 26. thrive | 36. Schiller |
| 7. glade | 17. papal | 27. brother | 37. miner |
| 8. grade | 18. paper | 28. family | 38. calmer |
| 9. place | 19. flow | 29. finally | 39. Hummel |
| 10. praise | 20. fro | 30. appetizingly | 40. heather |

159. Teacher's Dictation Exercise. Ply, pry, blows, brows, idle, drew, adder, addle, apple, upper, clay, grow, claim, crawl, repress, replace, ripple, cheaper, impress, maple, maker, uncle, sugar, shackle, pickle, poker, flee, fry, Ethel, three, evil, favor, bother, Bethel, enamel, tunnel, debasingly, mural, killer, roomer, tanner, spiral, color, schemer, schooner, baffle, fever, manner, kennel, hopple.

WORD SIGNS

NINTH LIST OF WORD SIGNS

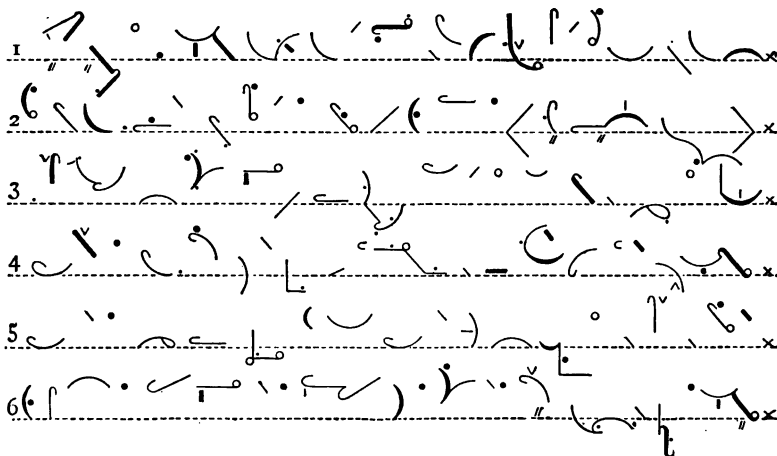
Without Vowels :

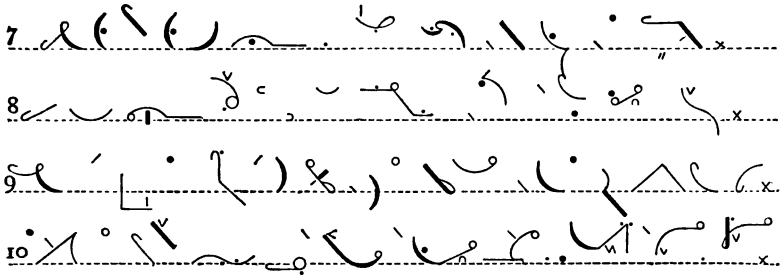
well when whensoever where wheresoever till, tell
 one, won
 able, ably call follow-ed full-y only unless real-ly

Contractions :

difficult-y people-d belong-ed until

EXERCISE LXVII





EXERCISE LXVIII

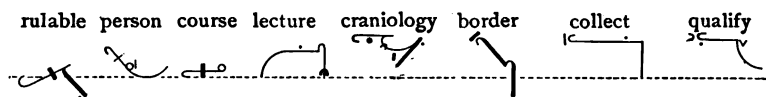
1. It is difficult to tell just when they will call, or how long they may stay if they decide to come. 2. Pope says that fools rush in where angels fear to walk. 3. Many noble warriors were present at the unveiling of the statue which the people raised to the memory of Stonewall Jackson. 4. Wheresoever he might go, and whensoever he undertook a task, he was absolutely certain to be successful. 5. You may feel free to take one or two bushels of plums when you are in our neighborhood. 6. The large flocks of sheep which you saw belong to our Uncle Hiram and graze in his meadow. 7. If you should be present at the club dinner, I hope you may be able to enjoy fully the feast of good things. 8. He should do his work ably and well, for he has a clear voice and a pleasant and impressive manner. 9. If you hear the rooster crow, it may be only because daybreak approaches; but if all the fowls cackle, it may be that an eagle or a hawk is overhead. 10. The frog croaks, and the crow is heard to follow suit; the blue jay's call rings through the woods, and makes the boys feel playful. 11. In Black's grocery store you should see a full stock of sugar, pickles, hominy, wax tapers, and a large variety of groceries. 12. While the watch ticks off the flying hours, idle people really seem pleased to waste time in silly chatter. 13. Uriah is the Yale boy to whom the yacht *Euphemia* belonged last year. 14. The wolf yelps in a really savage way, till the squaw

in the wigwam has no difficulty to keep awake. 15. Wesley's widow walked by the wayside and watched the wasp as it followed a little boy and finally stung him.

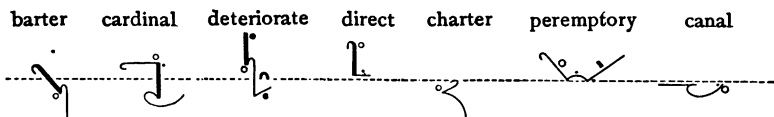
IRREGULAR VOWEL REPRESENTATION

160. Free Use of Double Consonants. To adhere strictly to the general principle laid down in section 149, without making exceptions when good results would follow, would be unwise and short-sighted. In short words and those in which no long or awkward outline results from the use of the stroke *l* or *r*, the double consonants should not be used when a vowel occurs between the sound of a consonant and the sound of *l* or *r*. If, however, a long or awkward outline is avoided by the use of the *l*- or *r*-hook, the double consonant may be used, but in such cases some method of showing that a vowel occurs between the stroke and the hook becomes absolutely necessary.

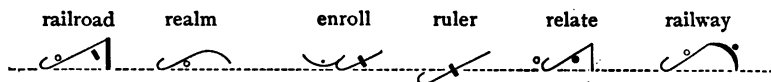
161. Vowel Signs struck through Double Consonants. Dash vowels, diphthongs, or coalescent signs are written directly through the double consonants, unless they interfere with a hook or circle at the beginning or end, when they may be placed just before the beginning or after the end of the double consonant.



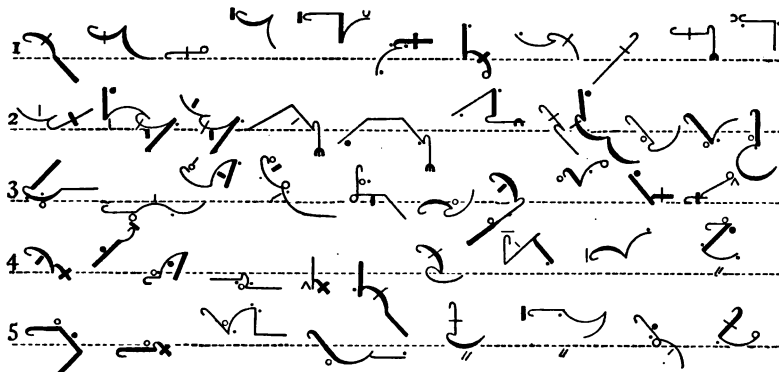
162. Circles for Intervening Dot Vowels. When dot vowels are to be indicated as occurring between a consonant and a hook, a heavy dot may be expressed by a small circle placed before the stroke, and a light dot may be expressed by a small circle placed after the stroke, in either case in its proper place on the stroke.



163. The Syllables Rel, Rul, Real, Rail, Roll. Intervocalization of double consonants is particularly helpful in words like the following; and nearly all words which begin with the spellings *rel*, *rul*, *real*, *rail*, and *roll* should be written in this way.



EXERCISE LXIX



EXERCISE LXX

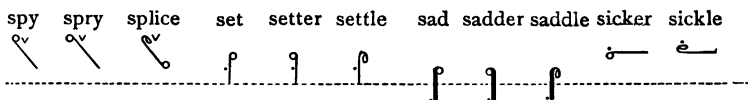
- | | | | |
|-------------|----------------|-----------------|----------------|
| 1. fulcrum | 11. normal | 21. charge | 31. cartage |
| 2. coarsely | 12. burglar | 22. Carthage | 32. regardless |
| 3. occur | 13. enrolling | 23. marble | 33. ignored |
| 4. corpse | 14. ethnology | 24. paralysis | 34. rebuild |
| 5. affirm | 15. technology | 25. develop | 35. shortness |
| 6. Columbus | 16. capture | 26. philologic | 36. partner |
| 7. attorney | 17. lecturer | 27. philosopher | 37. porter |
| 8. divulge | 18. figure | 28. pilgrim | 38. inverse |
| 9. courtesy | 19. portrait | 29. marvel | 39. purplish |
| 10. picture | 20. Birmingham | 30. envelop | 40. sycamore |

164. Teacher's Dictation Exercise. Germ, turkey, curb, corpse, curse, cordial, north, normal, divorce, churchly, infers, culture, divulges, picture, captures, rapture, unroll, partial, darlings, barley, relax, relish, roller, telescope, paralyze, parallel, charge, developed, marble, Kalamazoo, carnage, envelop, martial, generic, darkish, railway, ruler, cursory, realizes, realm, cursive, morsel, outboard, shortened, cartage, courthouse, overboard, beardless, builder, infer.

TRIPLE AND QUADRUPLE CONSONANTS

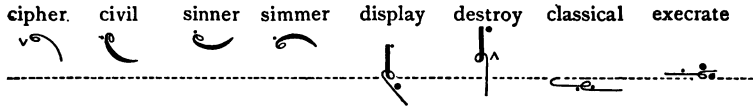
165. S before Double Consonants. When the sound of *s* occurs before a double consonant, as in *splice*, *spray*, *splash*, *sprig*, etc., the sound of *s* unites with the double consonant, and a triple consonant is formed. Triple consonants are pronounced by one impulse of the voice; thus, *spl-î-suh* (*splice*), *spr-î-guh* (*sprig*).

166. Straight Triple Consonants. As the plain *s*-circle is written with left motion on straight strokes, it is evident that by writing the *s*-circle with right motion the simple *s*-circle is not intended. Therefore, when a straight double consonant of the *r*-hook series is closed into an *s*-circle it expresses a triple consonant, as in *spray*, *strip*, etc. Owing to the fact that the plain *s*-circle is written with left motion, on triple consonants of the *l*-hook series the *s*-circle must be written within the hook. Make the *s*-circle within the hook somewhat long and flat. The *s*-circle here, as elsewhere, is read first when used at the beginning.

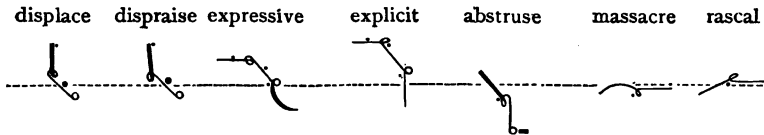


167. Curved Triple Consonants. On curved strokes, whether with the *l*- or *r*-hook, the circle must be written within the hook, and it is

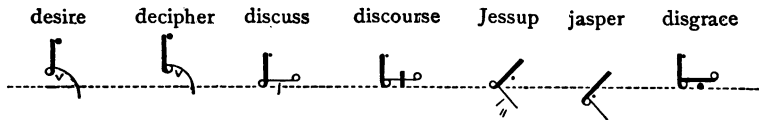
more easily made when written long and flat. Triple consonants may be used in the middle of outlines.



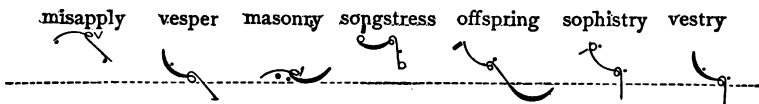
168. Imperfect Triple Consonants. When the *s*-circle occurs in the middle of an outline before an imperfect double consonant on which the hook would be retraced on the preceding stroke, the outline must be written so as to show the hook clearly. In the following illustrations this principle is shown in every other outline only.



169. Irregular Triple Consonants. In some words it is necessary to write triple consonants of the *r*-series entirely on the opposite side from the plain *s*-circle. This is done to avoid conflict with the plain *s*-circle.



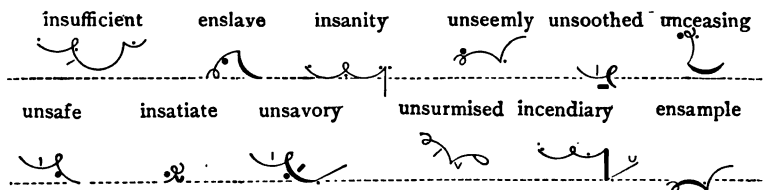
170. Irregular Use of Triple Consonants. In a few outlines it is necessary to write the triple consonants so that the *s*-circle is on the outside of the preceding curved stroke.



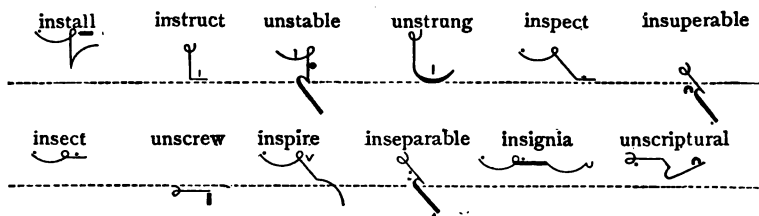
BACKWARD N-HOOK

171. The Syllables *ĭns*, *ĕns*, and *ŭns*. When the sound of *n* precedes the sound of *s*, it is sometimes inconvenient to write the *n*-stroke. The *n*-stroke, however, is used whenever possible, as that is the normal form; but when it cannot be used, the backward *n*-hook is its substitute. In many cases a small backward hook written before the *s*-circle expresses the sound of *in*, *en*, or *un*. General knowledge of words must determine whether *in*, *en*, or *un* begins the word. All the following illustrations are so grouped as to contrast the use of the *n*-stroke and the backward *n*-hook. The backward *n*-hook is used under the following conditions:—

a. When one of these three syllables and *s* precedes a curved stroke which is written with right motion.

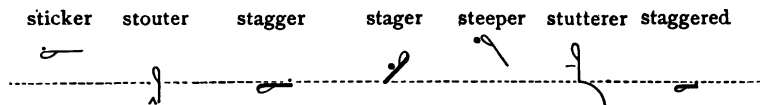


b. When one of these three syllables precedes a straight triple consonant of the *r*-series.

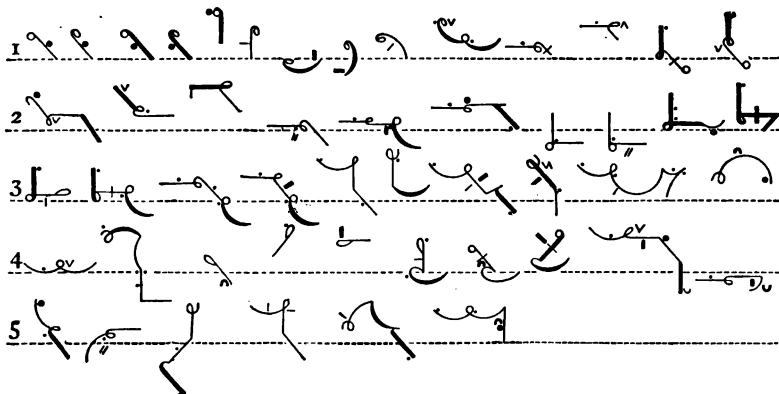


172. Quadruple Consonants. When the sound of *st* occurs before a straight double consonant of the *r*-series, as in *sticker*, *stouter*, *stagger*, etc., a quadruple consonant is formed, and the loop *st* may be

written on the straight double consonant. The sounds of the quadruple consonants are read as follows: *st-ĭ-kur* (*sticker*), *st-ow-tur* (*stouter*), *st-ă-gur* (*stagger*).



EXERCISE LXXI



EXERCISE LXXII

- | | | | |
|--------------|-----------------|-----------------|--------------------|
| 1. supper | 11. display | 21. descry | 31. insuperable |
| 2. supple | 12. disburse | 22. disgust | 32. insuppressible |
| 3. seeker | 13. disable | 23. disgraced | 33. insufficiency |
| 4. Siegel | 14. proscribe | 24. dissect | 34. insoluble |
| 5. spliced | 15. briskly | 25. discreet | 35. incense |
| 6. spruce | 16. explore | 26. mistress | 36. insomnia |
| 7. sever | 17. express | 27. gesture | 37. stopper |
| 8. civilize | 18. exclaim | 28. mixture | 38. stoker |
| 9. soother | 19. excrescence | 29. unsteady | 39. stabber |
| 10. passport | 20. desk | 30. unstretched | 40. stepper |

173. Teacher's Dictation Exercise. Cider, Seidl, seeker, sickle, setter, settle, explicit, express, sable, sober, civil, sever, suffer, civilize, seether, satchel, splash, sprang, cypress, spliced, sooner, soother, simmer, sufferer, summer, sinner, extreme, displace, orchestra, disclose, distress, classical, descry, bicycle, discourage, prosper, Jasper, discursive, described, enslave, instructed, unstitch, inscriptible, insult, unstable, ensilage, stager, stalker, stupor, stutter.

WORD SIGNS

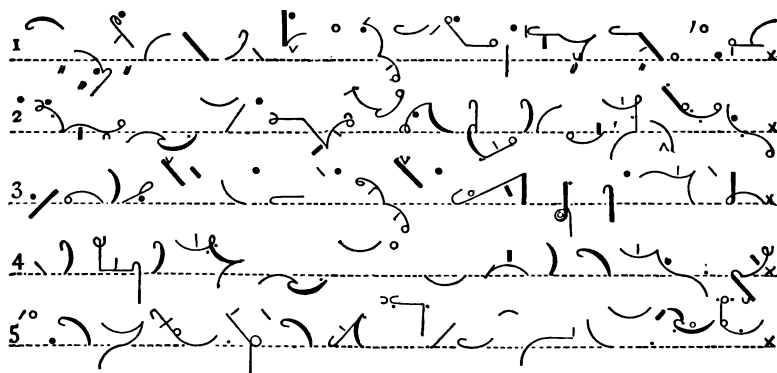
TENTH LIST OF WORD SIGNS

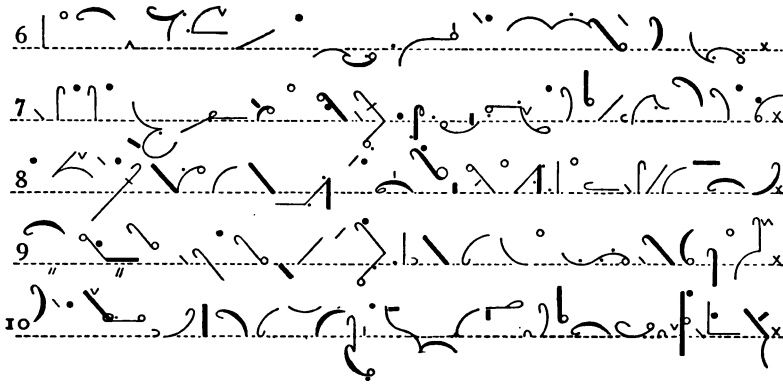
Without Vowels :

care } appeared } dear } over } every, very } three } either } their-re } near, nor } more }
other }

Contractions :

principal-le-ly } remember-ed } truth } during }
practice-d-al-ly } number-ed }
from } sure-ly } pleasure } Mr., remark-ed-able-y }

EXERCISE LXXIII



EXERCISE LXXIV

1. Mr. Frank Sickles will surely lecture at the Drummers' Club this spring on several special subjects. 2. The other day when the new purse was given to Mr. Mitchel, the girls' instructor, his pleasure and happiness were very enjoyable. 3. Our cousins there in Cedar Lake are sure to please you all, for they are each very dear to us. 4. His progress in business was remarkable in every aspect, especially when you remember how few advantages he had enjoyed. 5. It is not a disgrace to be poor, but surely it is only natural to disguise the fact or hide the real truth. 6. It is natural that the strikers should endeavor to secure supremacy over their employers, for the principle which is at stake is remarkably dear to each of them. 7. The philosopher's disciple was not able to decipher the scroll, though he appeared to have an honest desire to do so. 8. Worry and care appear to give as much trouble to the physical nature of some persons as hard work. 9. The difficulties which some people endure spring principally from their own lack of thought and energy. 10. We do not have either of the numbers you speak of in stock, nor are we sure to have any more of them for about three weeks, unless we send a telegram for them. 11. Many persons have succeeded in the mastery of shorthand in a remarkably short space of time, but only by

the most strenuous efforts. 12. Frank Sprague remarked last night that he surely would locate near our cottage next season. 13. They saw Mr. Emerson's horse stagger under his pack, but he kept on, for he was an "old stager." 14. The principal of the school subscribed liberally for the hospital and wished that it might prosper. 15. The poor fellow's days were numbered, for his supply of edibles was meager and he endured fearful distress.

PHRASING—FIRST SECTION

174. Joining Related Words. One of the most valuable shorthand expedients is phrasing, or the joining together of words, provided that the phrase is short, the angles are good, the words are naturally connected in thought, and the phrase is of frequent occurrence.

175. Rules for Phrasing. The general rule is that the first word of a phrase is written in its own position, and those words which follow are joined to it without regard to their position. Context will readily determine the meaning, if the following suggestions are heeded:—

a. As a rule, do not try to join more than three words, unless the angles are very good and the phrase is easy to write.

b. Phrase only such words as are naturally related, grammatically or by reason of frequent association. The following may safely be phrased:—

(1) The subject of a sentence and its qualifier.

this notice these things that place those people your people

(2) A pronoun and its verb.

I have you are he was they were you must

(3) A verb and its auxiliary.

we have had we shall come you should be you will have

(4) Clauses introduced by conjunctions and prepositions.

in either case of course it seems as fast as but you will be

(5) Commercial terms or words of natural association.

State rights Civil Service railroad car South America Sunday school

c. Distinguish between conflicting phrases by writing the second word in position.

we do we had in this in those of this of those we think you we thank you

176. *I, He, Must, Time, Phrased.* When the word *I* begins a phrase, it may with safety be represented by the first half of its sign struck downward or the last half struck upward.

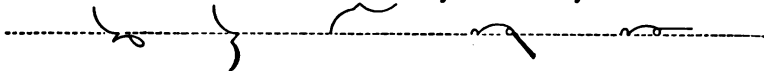
I am I will I know I have I had I did I may I own I do

By this method there is no conflict between *I* and *he* at the beginning.

he may he could not he has he is he had he did

In the middle *he* may be written either upward or downward; the loop of *must* may be changed to a circle; and *time* should be written in full.

for he must for he was will he know you must be you must come



EXERCISE ON SIMPLE PHRASES

177. *a.* The student should write the following phrases very carefully, observing the naturalness of it all. If some of the phrases are found to be difficult, they should be practiced until their execution becomes easy and natural.

this advantage	it is not only	it was not
this age	it is not so	it was nothing
this bill	it is nothing	it was unnecessary
this business	it is one	
this one thing	it is only	many as possible
this passage	it is only necessary	many cases
this people	it is this	many more
this period	it is unnecessary	many such
this place	it is wrong	many things
this reason	it is your	
	it is yours	you are
it could	it appears	you are never
it could be	it seemed	you are ready
it could be made	it seems	you are supposed
it could be said	it seems so	you might
it could not have	it should	you might not be
it is enough	it should be	you require
it is just	it should not be	you should
it is necessary	it should be said	you should be
it is no	it should not have	you should not
it is no use	it was	you should do
it is not	it was necessary	you will be
it is not necessary	it was never	you will be sorry

you will do right
 you will do wrong
 you will remember
 you will think

they will
 they will decide
 they will do
 they will remember
 they will think

which will
 which will be
 which will be sent
 which will be such
 which will become
 which will bring
 which will embrace
 which will never

such will
 such will be
 such will become
 such will never

did you
 did you go
 did you come
 did you receive
 do you reach
 do you go
 do you recall
 do you remember
 for you
 for you are
 for you may
 for you will be
 give you
 give you my

give you my reasons
 had you
 had you reasons
 if you
 if you may
 if you must
 if you will
 I thank you
 I think you must
 so you may
 so you must
 so you should be
 so you will be
 take you
 tell you
 thank you
 there you are
 there you must
 there you will be
 till you
 till you are ready
 till you receive
 till you reply

you may
 you may go
 you may receive
 you may remember
 you may recall
 you might not
 you must
 you mus(t) accept
 you mus(t) also
 you mus(t) ask
 you mus(t) be
 you mus(t) become
 you should be
 you should do
 you should know

you should never
 you should not do
 you should not be
 you should take
 you will become
 you will be made
 you will be saved
 you will be seen
 you will be supposed
 you will do
 you will do something
 you will have
 you will have seen
 you will know
 you will leave
 you will never
 you will please
 you will receive
 you will remember
 but you are
 but you must
 but you will be

by his
 by his own
 by many
 by many more
 by many persons
 by many such
 by some
 by such
 by such things
 by that
 by that which you
 by their
 by them
 by this
 by those who
 by which

by which many	in this case	of them
by which you are	in this claim	of this
by which you may	in this manner	of this act
		of this age
in any way	as good as	of this bill
in anything	as good as ever	of this work
in business	as little as	
in effect	as long as	East Indies
in every case	as long as it is	Sabbath day
in his	as long as it may	St. Paul
in his business	as long as possible	St. Peter
in his own	as many	stockbroker
in his own business	as many as	city rights

THE TICKS

b. Joining of Ticks for A, An, And, The. Besides their dot signs, the words *a*, *an*, *and*, *the* may be expressed by small, light ticks joined to outlines as follows:—

a. A, an, or and may be represented by a tick at the beginning or end of words, written in the direction of *tuh* or *kuh*.

by-a shall-a send-a across-a so-an judge-an writes-and and-with-a

b. The may be expressed by a tick at the end of a word, written in the direction of *chuh* or *ruh*.

by-the break-the have-the notice-the watch-the sees-the amongst-the

178. Common Errors on Semicircles and Double Consonants. *a.* Failure to make semicircles somewhat long and flat (more like horseshoes than half circles), so that they may not be mistaken for half-length strokes.

b. Failure to remember clearly on what four strokes the *w*-hook is written. The semicircles will be more easily understood when these are memorized.

c. Failure to observe that the semicircles opening to the right or left are always written for *wuh*, and that those opening upward or downward are always written for *yuh*, the decision as to direction in either case resting on the matter of a clear, sharp angle.

d. Failure to make the hook part of double consonants parallel with the strokes, so that they may not be mistaken for the *s*-circle when written hurriedly. This should be practiced until it becomes a habit.

e. Failure to write all *s*-circles that are written inside of hooks somewhat long and flat. If written as true circles, there is a strong tendency to curve the strokes to which they are attached.

f. Failure to observe that the left hand held up with the fingers bent gives a rough outline of the *l*-hook, and that by the same means the *r*-hook may be outlined on the right hand. Turning either hand to the angle which will agree with the slope of any straight consonant will present a rough outline of the *l*- or *r*-hook on any straight stroke.

g. Failure to remember that the double consonants represent an indivisible compound sound, and that they are never used when vowels occur between the sound of the consonant and the sound of *l* or *r*, except when their use prevents a long or awkward outline.

h. Failure to understand thoroughly and to memorize the comparison of hooks in section 156.

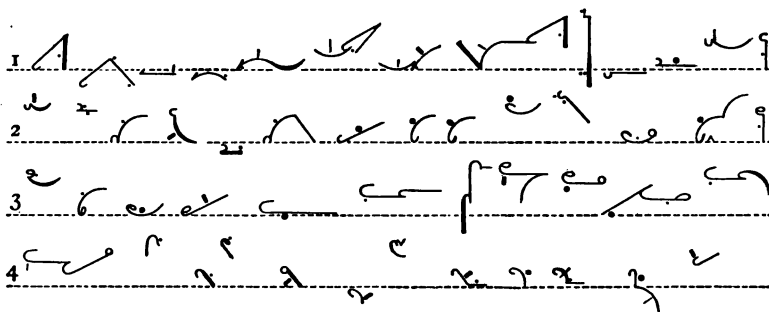
i. Failure to notice that the backward *n*-hook is not intended to take the place of the stroke *un*, except when it is difficult to write that stroke; also that the backward *n*-hook is not used with triple consonants of the *l*-series.

j. Failure to make it a habit to write so deliberately that the first mistake in writing hooks is not made. If the first mistake is not made, or if the word is rewritten repeatedly every time a mistake is

made on a hook, all the hooks would soon be completely under control.

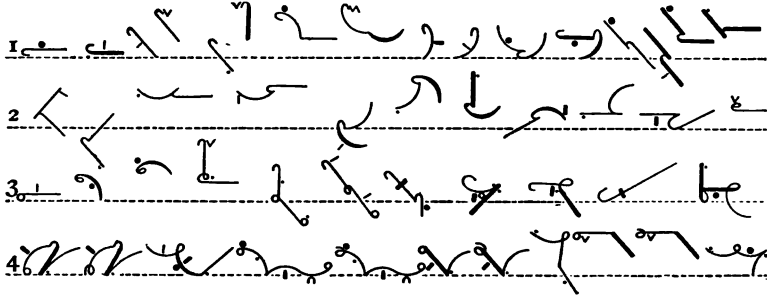
k. Failure to notice that the *w*-, *l*-, and *r*-hooks can never be written except at the beginning of a stroke. They may be written at the middle of a word, but never at the end of a stroke.

EXERCISE LXXV—REVIEW



EXERCISE LXXVI—REVIEW

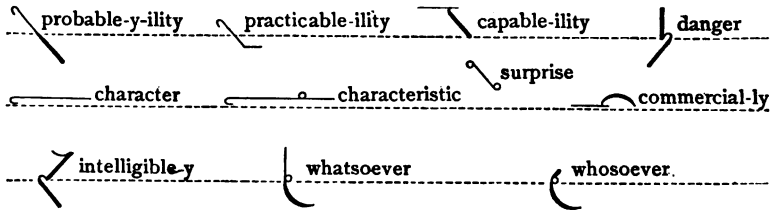
- | | | | |
|--------------|------------|----------------|----------------|
| 1. hood | 14. wick | 27. wall | 40. swarthy |
| 2. hedgerow | 15. yawn | 28. win | 41. queer |
| 3. hog | 16. wedge | 29. whit | 42. Quaker |
| 4. haul | 17. Yankee | 30. whelm | 43. twill |
| 5. hominy | 18. widow | 31. whelp | 44. squeal |
| 6. unhusked | 19. yellow | 32. wheelhouse | 45. squaws |
| 7. cohere | 20. web | 33. swoop | 46. iniquity |
| 8. Ivanhoe | 21. wedged | 34. swung | 47. quaver |
| 9. hardihood | 22. wept | 35. swallow | 48. squirrel |
| 10. Utah | 23. wore | 36. swan | 49. quoit |
| 11. wag | 24. weary | 37. swim | 50. sabered |
| 12. yawl | 25. whim | 38. swear | 51. threatened |
| 13. weep | 26. winnow | 39. swill | 52. straighter |

EXERCISE LXXVII—REVIEW**EXERCISE LXXVIII—REVIEW**

- | | | | |
|-------------|--------------|--------------|------------------|
| 1. ocher | 21. glacier | 41. shuffle | 61. propose |
| 2. ogle | 22. glacial | 42. Schaffer | 62. boisterous |
| 3. prow | 23. pauper | 43. Towner | 63. moralist |
| 4. apply | 24. Bible | 44. rimmer | 64. parol |
| 5. dry | 25. bugle | 45. Schaller | 65. risible |
| 6. addle | 26. beggar | 46. mural | 66. relish |
| 7. fray | 27. jobber | 47. supplies | 67. disagreeable |
| 8. flay | 28. chattel | 48. cypress | 68. salable |
| 9. through | 29. knuckle | 49. Seaver | 69. unsalable |
| 10. shrew | 30. negro | 50. signer | 70. inseparable |
| 11. offer | 31. ripple | 51. tenors | 71. precepts |
| 12. fro | 32. ripper | 52. hammers | 72. trespassers |
| 13. ether | 33. shoveler | 53. Keeler | 73. portraiture |
| 14. threw | 34. shiverer | 54. Carroll | 74. analyzes |
| 15. favor | 35. bother | 55. fevers | 75. amalgam |
| 16. ushers | 36. Bethel | 56. bevels | 76. realms |
| 17. supple | 37. regal | 57. frozen | 77. rutable |
| 18. supper | 38. rigger | 58. flesh | 78. fulcrums |
| 19. saddles | 39. uncle | 59. enamels | 79. boarders |
| 20. cedars | 40. vigor | 60. funnels | 80. normal |

WORD SIGNS

ELEVENTH LIST OF WORD SIGNS

Contractions:**EXERCISE LXXIX**

(Here and hereafter phrase all words connected by double hyphens.)

1. It = would = be well for = you to follow in = his footsteps, for = you = will soon see that = he = is a capable lawyer ; and = what he deems it wise to undertake you surely should try to = do. 2. Whosoever will speak for us may say whatsoever he = will, as every = member of = our society may be relied on as being most liberal and reasonable. 3. He = was unable to boast of any unusual capabilities, but he soon won = his way to = the hearts of = the people by = his frank, cheerful, = and civil manners. 4. I = could = not tell = you how much surprise = and pleasure I = felt when I = got past = the danger, for I = was = sure there were robbers in = that neighborhood. 5. His scheme will = probably be = said to be very = difficult = and not at all practicable, except when numerous people make = this practice a = firm rule of = their = lives. 6. If = you = will = call on Mr. Keller for aid during this = difficulty = and follow = his = advice, it = is probable that = you = will either get = some practical help from = him or hear of = some = other person who = will care for = you. 7. I = must wait till I = know more of = his character, for = he appears to = belong to = the class of = persons who = are overwhelmed with troubles at home and = with commercial difficulties. 8. The real difficulty to be overcome in = this = case is seen more clearly when = we reflect on = his lack of ability in = English,

for his language is scarcely intelligible to those who have lived near him for years. 9. One of the most essential characteristics of the successful commercial traveler is the ability to secure such a large number of sales each week that there is a strong probability that he will sell enough to pay his own wages, at least. 10. Mr. Darling says there is no other scheme which has the advantage of practicability, and it is probable that he will insist that his suggestions be followed.

SPEED PRACTICE

179. Speed-Practice Letter 4. Follow the directions given in connection with the two previous letters, except as regards the speed finally to be attained. On this letter, after a number of copies have been carefully made, a speed of fifty or more words should be reached; the whole letter should be written in three minutes.

EXERCISE LXXX

Omaha, Nebraska, April 23, 1905.

Mr. William Wagner,
Cedar Creek, Utah.

Dear Sir:

We have your esteemed favor of the 19th, and wish to say in answer that we fail to see why there should be anything wrong²⁵ with the car-load of threshers sent two weeks ago. We shall go over our shipper's list to see if he has made an error;⁵⁰ and, if so, shall notify you of the fact without delay.

We are always ready to make careful inquiries as to all such difficulties; and, if this is due to an error of our shipper, shall be pleased to correct it immediately. We shall bring this case to the special¹⁰⁰ notice of the manufacturers; and, if it is our place to act, they will direct us to do so.

It is a regular rule with¹²⁵ us to have the items of a car-load fully ascertained previous to sending them by railroad. Please send these numbers and we will adjust.¹⁵⁰

Yours truly,

SEAEVER & SPICER.

180. Speed-Practice Letter 5. The letter on the next page should be practiced as was the one above, and then written from dictation in three minutes.

EXERCISE LXXXI

Dover, New Hampshire, February 7, 1905.

Messrs. Seidl, Tasker & George,
North Webster, Mass.

Dear Sirs:

I desire to have you know my nephew, Mr. Charles Street, the bearer of this message, who was for several years engaged with the firm²⁵ of Yale & Supplee, wood-turners, of this city. During that time he traveled in the South for these people, and his success was remarkable.⁵⁰ If they had not failed, I presume he would still be with them.

My object in sending him to you is to get him in⁷⁵ touch with an establishment as good as yours, so that I may have him make a personal plea for such help as he needs.

It¹⁰⁰ may not be inappropriate to add that I know him to be sober, honest, industrious, reliable, and careful. He is civil and pleasant, of good¹²⁵ address, and accustomed to the details of your branch of business. I trust you will oblige him with your helpful advice, and thus oblige me.¹⁵⁰

Truly yours,

OLIVER BRIDGE.

EXERCISE LXXXII

181. Speed-Practice Matter 2. The following selection is adapted from *Æsop's Fables* and should be taken from dictation in four minutes, after careful and faithful practice:—

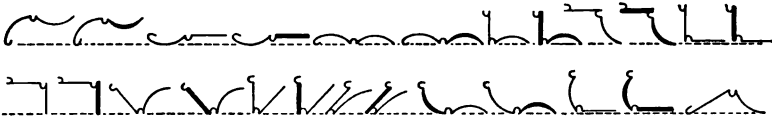
A farmer, hoeing his young flax fields, was noticed by a swallow, who, like the rest of her tribe, had traveled a good deal and²⁵ was very clever. Among other things she knew that this same flax, when it grew up, was manufactured into nets and snares to entrap her⁵⁰ innocent neighbors, the little birds. Hence she besought them to help her scratch up and eat the hateful seeds before they had time to spring⁷⁵ up. Edibles of a much nicer sort were to be seen on all hands, however, and it was so pleasant to fly, chirp, and sing¹⁰⁰ that they heeded not her most sober entreaties.

After a while blades of flax came rising out of the earth, and the worrying advice of¹²⁵ the swallow was renewed. "It is scarcely too late yet," said she. "Pull it all up and destroy it, blade by blade, and you may¹⁵⁰ escape the trouble which otherwise is in store for you and your families." The little birds, nevertheless, did not regard the remarks of the swallow¹⁷⁵ as being worthy of serious thought. In due time the flax was gathered and made into large nets, and numerous birds were entrapped in them.²⁰⁰

SHORTHAND PENMANSHIP EXERCISES

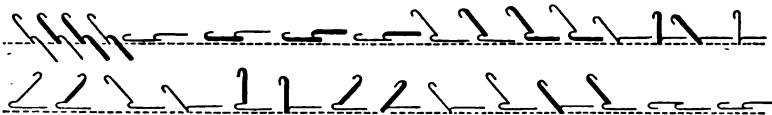
182. Drill on Initial Hooks and Circles. Remember the correct position and movement. Be patient and persevering. Honest effort has sure reward.

W-HOOKS AND SEMICIRCLES



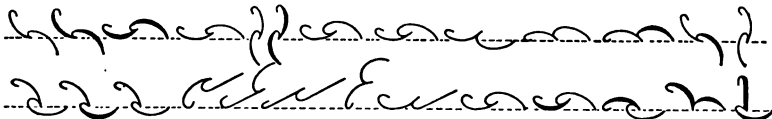
The *w*- and *y*-semicircles are here given alternately. Be sure to make them somewhat like a horseshoe in shape. Always pronounce the *wuh* or *yuh*.

L- AND R-HOOKS ON STRAIGHT STROKES



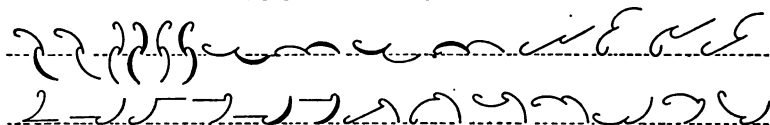
Here the double consonants are placed in contrast. Write them carefully and very frequently, pronouncing each as you write it.

L- AND R-HOOKS ON CURVED STROKES



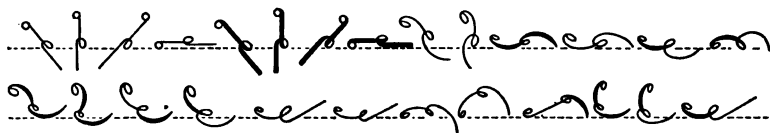
Be very careful about the size of the hooks, the shading, and the sounds of these double consonants.

INITIAL HOOKS CONTRASTED



Here conflicting combinations are contrasted, and on these contrasts much careful thought should be spent.

TRIPLE CONSONANTS CONTRASTED



In this exercise be careful to make s-circles that occur within hooks somewhat long and flat. These may be found difficult and will therefore need careful practice.

Take pride in the neatness and easy execution of these exercises. Always work with that end in mind. Remember also the necessity of acquiring speed on all this work.

No matter how difficult some exercises may appear, they should be undertaken with the idea of mastery, and persevered in until that end is attained.

It is almost impossible to set too great a value on hand training. No amount of mere mental dexterity can make up for a lack of it. No matter how well principles are understood, outlines must be written legibly, or they cannot be read.

Another feature of these penmanship drills should not be lost sight of. One can hardly write intelligently arranged exercises with frequency without getting a clearer conception of the principle on which the exercise is a drill. Do not fail to keep up the habit of sounding the various combinations as they are written.

REVIEW LIST OF SIGNS

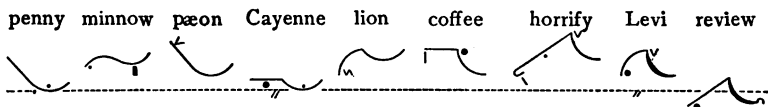
 well	 appear  principle-al-ly	 near, nor
 when	 practice-d-al-ly	
 one, won	 remember-ed	 probable-y-ility
 whensoever	 number	
	 truth	 character
 where	 dear	
	 during	 characteristic
 wheresoever	 care	 practicable-ility
 until		
 till, tell	 from	 capable-ility
 people-d	 over	
	 every, very	 commercial-y
 belong-ed		
 able-y	 three	 danger
 call	 either	
 difficult-y	 their-re	 surprise
	 other	
 real-ly	 sure-ly	 intelligible-y
 only	 pleasure	 whatsoever
	 Mr., remark-ed-able-y	
 unless	 more	 whosoever
 follow-ed		
 full-y		

PART V

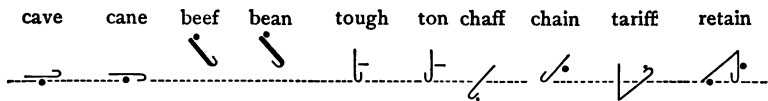
FINAL HOOKS, LENGTHENING, AFFIXES, HALVING AND PHRASING CONCLUDED

N-HOOK AND F- OR V-HOOK

183. Strokes for N and V. There are hooks that are used for the sound of *un*, as well as for *fuh* or *vuh*. The last two sounds will be represented by the same hook. The stroke form for *n*, however, as well as for *f* or *v*, must be used when one of these three sounds is followed by a vowel at the end of a word, or when it occurs at the end of a word and is preceded by two vowels one of which is accented.

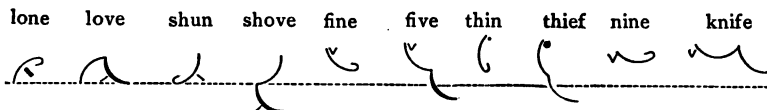


184. N- and V-Hooks at the End. At the end of straight strokes only, a small hook written with left motion represents *f* or *v*; if written with right motion, it expresses *n*.

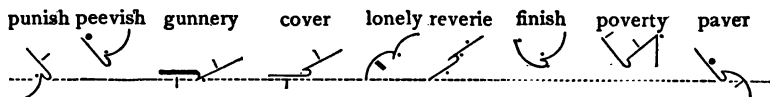


It is scarcely necessary to distinguish between *f* and *v*, but shading the hook for *v* would answer all practical purposes.

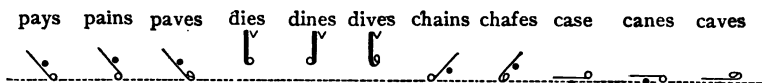
185. Stroke V after Curves. As hooks may be written on but one side of curved strokes, the *n*-hook is written on the inside of curves; and, therefore, the *f*- or *v*-hook is written on *straight strokes only*.



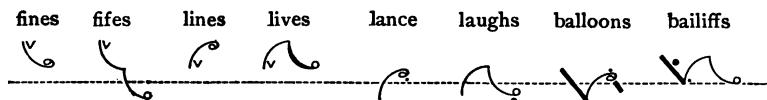
186. N- and V-Hooks in the Middle. Both the *n*- and *f*-hooks may be used in the middle of outlines, if a convenient form is thus secured.



187. S after N and V on Straight Strokes. As the *s*-circle is written with left motion on straight strokes, it is evident that an *n*-hook and *s* may be expressed by writing an *s*-circle with right motion, thus closing the *n*-hook into a circle. With the *f*-hook, however, the circle must be written inside the hook. The *s*-circle here, as everywhere at the end, is read last.



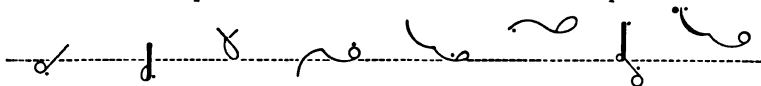
188. S after N and V on Curved Strokes. On curved strokes the *s*-circle must be written inside the *n*-hook. At this time it is well to recall that the *f*-hook is written at the end of straight strokes only.



189. Loops St and Str with N-Hook. On straight strokes the large *s*-circle, or the *st*- or *str*-loop, may be written with the closed *n*-hook to express *n-ses*, *n-st*, or *n-str*; but on curved strokes they may not

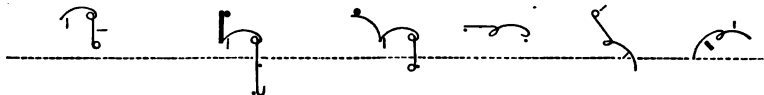
be written inside the small *n*-hook. In such cases the stroke *n* must be used.

chances danced punster lances fenced minster dispenses evinces

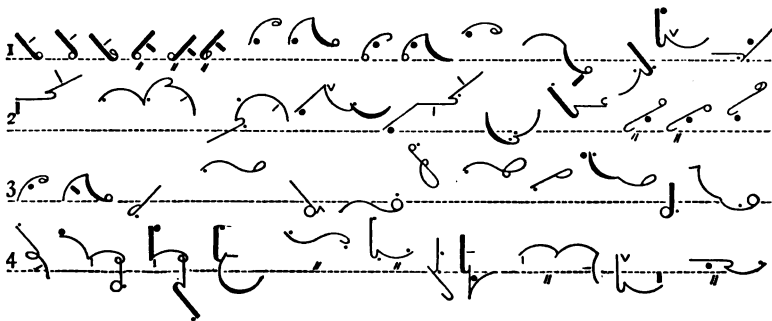


190. Other Combinations with N-Hook. When a straight triple consonant of the *r*-series, or a simple curved stroke preceded by the *s*-circle, occurs after the *n*-hook, it may be clearly shown inside the *n*-hook.

monstrous demonstrative remonstrance kinsman sponsor lonesome



EXERCISE LXXXIII



EXERCISE LXXXIV

- | | | | |
|-----------|-----------|-------------|-------------|
| 1. bees | 6. chiefs | 11. moan | 16. toughen |
| 2. beans | 7. loans | 12. muff | 17. runner |
| 3. beeves | 8. loaves | 13. shines | 18. cover |
| 4. chess | 9. line | 14. sheaves | 19. vacancy |
| 5. chance | 10. live | 15. Spanish | 20. rival |

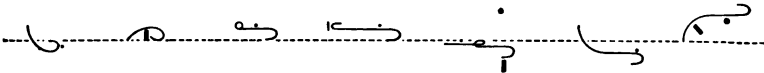
21. barrenly	26. lanes	31. announces	36. fences
22. paving	27. loves	32. punsters	37. pincers
23. Hawes	28. danced	33. Munster	38. ransom
24. hones	29. lanced	34. bounced	39. monstrosity
25. hoofs	30. bounces	35. silenced	40. demonstrate

191. Teacher's Dictation Exercise. Puff, pun, pave, pain, dive, dine, chafe, chain, cuffs, canes, graves, grains, hones, heaves, drain, bluff, brave, brain, plain, cliff, gruff, prone, warn, wharf, hen, train, sworn, swerve, defense, devote, rover, hennerly, gunnery, cleaver, ingrain, engrave, plunge, deafness, danced, lanced, rinses, lances, punster, minsters, silenced, pounced, minces, lonesome, ransom, Spencer.

THE SHUN-HOOK

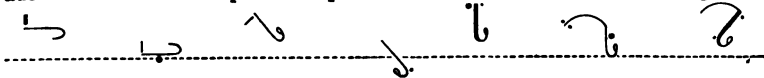
192. The Syllables Tion, Slon, Cion, Shion, etc. The sound of *shun*, which is variously spelled in English, is expressed by a large hook at the end of strokes. This hook is written on the inside of curved strokes, and on straight strokes it is written on the side opposite any circle, loop, hook, or curved stroke which precedes the straight stroke. This is done to avoid curving the straight stroke.

fashion motion section collection exclusion faction location

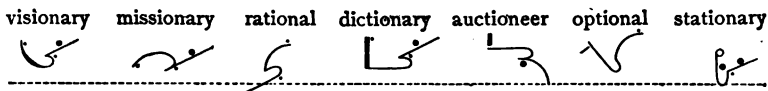


193. Attaching Shun-Hook to Straight Strokes. When nothing is attached at the beginning of straight strokes, this hook is generally written on the side opposite the accented vowel, except after *tuh*, *duh*, *chuh*, and *juh*, where it is written with left motion. The *s*-circle may be written inside the *shun*-hook.

auction occasion options passions editions imitations magicians



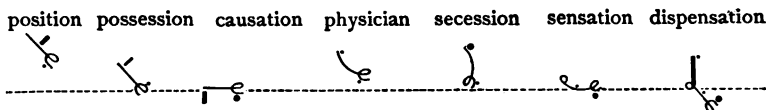
194. Shun-Hook in the Middle. This hook may be used in the middle of outlines and, in such cases, on either side of straight strokes.



THE SĚ-SHUN-HOOK

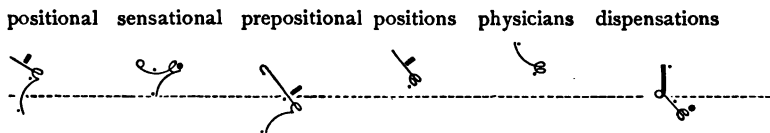
195. The Syllables Īshun, Ěshun, Āshun. When the *s*- or *z*-circle or the *ns*-circle occurs before the sound of *ishun*, *eshun*, or *ashun*, the *shun* is expressed by a small backward hook after the *s*-circle.

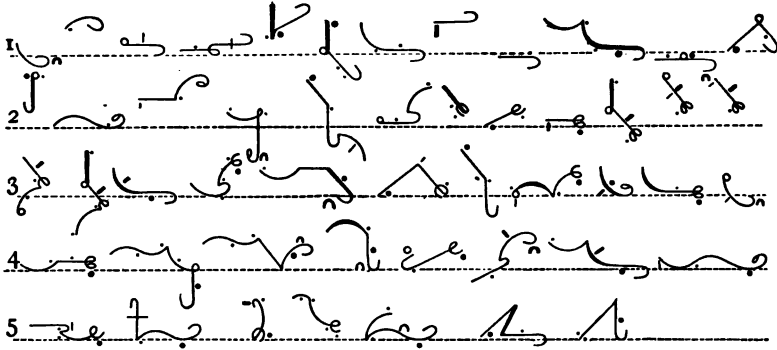
As these three vowels are the only ones that occur in connection with the *sĕ-shun*-hook, *ĭ* is written before the combined circle and hook, while *ĕ* and *ā* are written after it.



Third-place vowels which are to be written on the stroke of *sĕ-shun* outlines should be written on the stroke, and not beside the combined circle and hook. The coalescent for the sound *wā* is located precisely as the vowel *ā* would be.

196. SĔ-Shun-Hook in the Middle. The *sĕ-shun*-hook may be written in the middle of outlines, and the *s*-circle is written within the small hook.



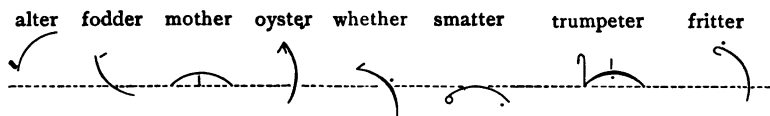
EXERCISE LXXXV**EXERCISE LXXXVI**

- | | | | |
|----------------|------------------|------------------|--------------------|
| 1. effusion | 11. discussion | 21. avocations | 31. solemnizations |
| 2. notion | 12. inception | 22. recessions | 32. potation |
| 3. equation | 13. station | 23. sensations | 33. taxation |
| 4. expression | 14. divisions | 24. depositions | 34. invention |
| 5. eviction | 15. exceptions | 25. pulsations | 35. indecisions |
| 6. hesitation | 16. restitutions | 26. successional | 36. visions |
| 7. vacation | 17. rational | 27. oppositional | 37. excisions |
| 8. cushion | 18. cautionless | 28. arrogation | 38. dislocation |
| 9. auction | 19. decision | 29. apposition | 39. ruination |
| 10. exhibition | 20. accession | 30. fumigation | 40. inundation |

197. Teacher's Dictation Exercise. Action, petition, attractions, sections, adhesion, motion, fashions, notions, effusions, auctions, passion, edition, probation, decision, positions, incisions, physician, missions, evasions, disposition, sensation, attention, dispossession, oblation, secretion, operation, sensational, missionary, national, reaction, auctioneer, stationer, stationery, sectional, passionless, successional, transitions, transitional, exhibitions, inventions, taxations, recessional, excisions, pulsations, rationally, inceptions.

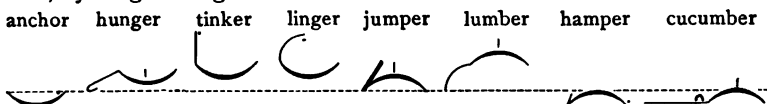
THE LENGTHENING PRINCIPLE

198. The Syllables Ter, Der, Ther. Any curved stroke may be written twice its usual length to add the sound of *ter*, *der*, or *ther*. The context will readily determine which is intended.

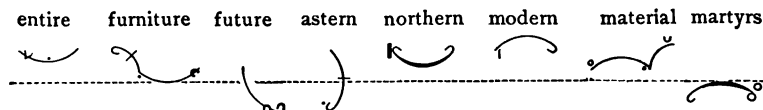


199. Placing Vowels on Lengthened Strokes. It will be observed that vowels are placed on the lengthened stroke as if they were of single length. Vowels that are written before the stroke are read first; vowels that are written after the stroke are read before the *ter*, *der*, or *ther*. If a final vowel occurs after the added syllable, the lengthening principle must not be used; thus, *feathery* , *entry* .

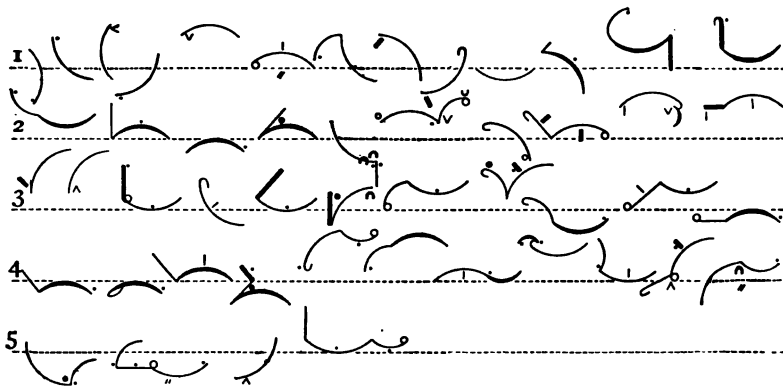
200. The Syllables Nker, Nger, Mper, Mber. In addition to the foregoing sounds, *ker* and *ger* may be added to *ung*, and *er* to *ump* and *umb*, by lengthening.



201. Intervocalizing Lengthened Strokes. A dash vowel, diphthong, or coalescent which occurs between the *t* and *r*, the *d* and *r*, or the *th* and *r* of the lengthened stroke may be expressed by striking its sign through the stroke, or by placing the circle which is a substitute for the sign beside the stroke, each in its proper position. An *n*-hook at the end of the lengthened stroke, as always, must be read last.



EXERCISE LXXXVII



EXERCISE LXXXVIII

- | | | | |
|-------------|-----------------|--------------|---------------|
| 1. enter | 11. whither | 21. bewilder | 31. upholder |
| 2. fetter | 12. clinker | 22. rancor | 32. clamber |
| 3. shutter | 13. thermometer | 23. linger | 33. Munger |
| 4. shatter | 14. inviter | 24. damper | 34. somber |
| 5. niter | 15. winter | 25. tamper | 35. timber |
| 6. diameter | 16. lateral | 26. simper | 36. plumper |
| 7. laughter | 17. smother | 27. thumper | 37. curvature |
| 8. ardor | 18. defrauder | 28. encumber | 38. materials |
| 9. invader | 19. hinder | 29. reënter | 39. further |
| 10. Luther | 20. oleander | 30. Wilder | 40. eastern |

202. Teacher's Dictation Exercise. Ladder, mutter, center, smother, render, orderly, fighter, fetter, fatter, latter, later, litter, literary, ardor, surrender, defender, tender, sifter, voter, Easter, motherly, Walter, entered, temperature, chamber, jumper, hamper, damper, cumber, lumber, hunger, tempered, linger, temperer, wonderful, September, legislature, garniture, upholder, defrauder, thermometer, literally, literature, deluder, bewilder, farther, plumper, somber, wintering, diameter.

WORD SIGNS

TWELFTH LIST OF WORD SIGNS

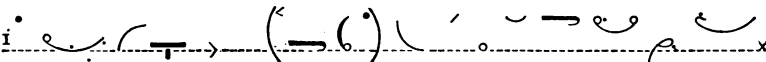
Without Vowels :

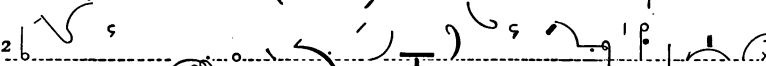
upon been ten done can gone again often then, than
 known, none alone men women above gave belief-ve

Contractions :

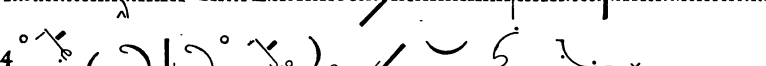
/ general-ly | whatever | differ-ed-ence-ent | / whichever
 ~ opinion (within \ phonography | twelve

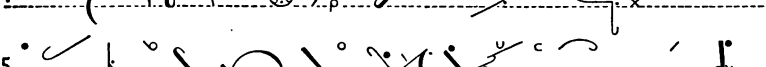
EXERCISE LXXIX

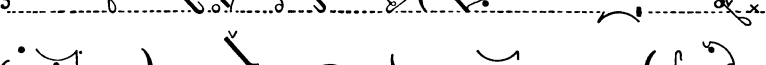
1. 

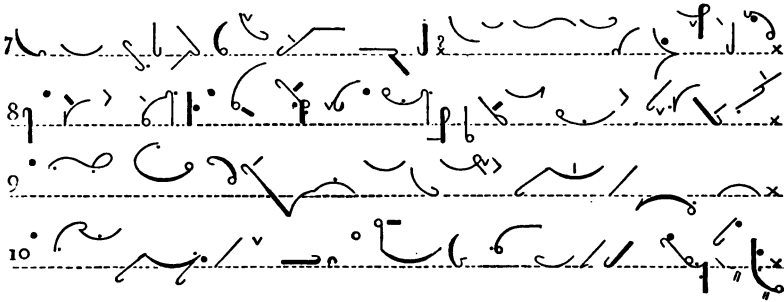
2. 

3. 

4. 

5. 

6. 



EXERCISE XC

1. The young cheesemonger lingers for news, and = calls = upon = the banker when = he = is alone. 2. At = the battle of = the Wilderness = the federal general Henderson sought to defeat = the rebel forces and = make = them surrender by = an attack on = their center. 3. I = believe Arthur can = master Phonography within six months, and = then he = may earn more = money = than John. 4. We should prefer a = stay with Father Vetter, whatever he decides upon, to = a trip with others to different sections of = the globe. 5. Chambers is = an older man, and = goes to = his place of business in = the store above = the opera = house not later = than twelve o'clock each = day. 6. The men slaughtered = the sheep and = rendered = the tallow, while the crew anchored = the schooner just = as = the captain gave orders to = do. 7. His lectures were often instructive, though sensational, and = generally cost = the association ten = dollars. 8. The missionary, with zealous devotion, has often gone = to uncivilized habitations to give what he = could of illumination and = elevation. 9. The genial operative, who = was a = man of = some knowledge, took us through = the watch works, and = there we saw what = could = be done by capable women. 10. I = have = been down = town and = back, but = will go again if = you think = it advisable or necessary. 11. This woman raised much opposition to = his occupation of = the position before = the judge's opinion was = rendered. 12. Davy Jones, the brave woodsman, climbs cliffs = and bluffs in = search of plover, but often gets none. 13. Whichever way you = look, =

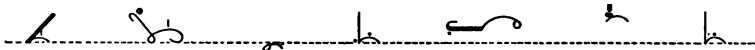
the surf heaves high its mighty crest ; but = the appearance of oceans may differ to = a wonderful degree. 14. Levis differed from Harvey in = that he = made it a = rule to = strive to achieve things honorably, and = he = would frown upon every mean plan for = the acquisition of wealth. 15. The woman spins or weaves several sorts of thin cloth for fans, but = there = is = no = difference in = the prices which she charges.

OMITTED CONSONANTS

203. Unimportant Sounds omitted. In a comparatively small number of words an unimportant consonant sound may occur which may be omitted without interfering with the reading. They are as follows : —

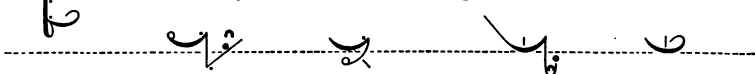
a. Omit *puh* after *um* :

jumped presumption stamped attempt glimpse swamped tempt



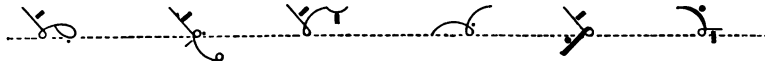
b. Omit *kuh* after *ung* :

distinction sanctuary anxious punctuation unction



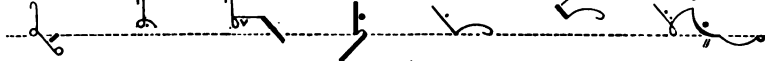
c. Omit *tuh* after *suh*, and change the loop to a circle :

post-master post-office postal-note mostly postage waistcoat

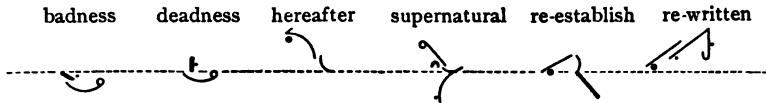


d. Omit *un* in *trans*, and wherever the *n*-hook is difficult to write :

transpose transmit transcribe danger penman bondman Pennsylvania



In a few cases it is necessary to separate a word in the middle in order to prevent a difficult angle.



AFFIXES

204. Abbreviating by disjoining Familiar Parts. The principle of disjoining an important portion of a word, either at the beginning or end, as the case may be, is a very helpful expedient in Phonography. These disjoined portions are known as affixes. When disjoined at the beginning, they are prefixes; when at the end, suffixes.

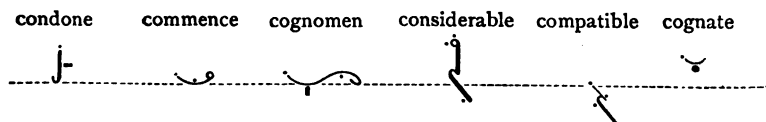
Prefixes are largely derived from the Latin, and form the beginning of a numerous class of words. Suffixes comprise the endings of words which occur with great frequency.

As the method of expressing these affixes is to a very great extent arbitrary, it is important that the student should make a very careful study of them. Experience shows that the affix symbols are easily forgotten; this entails the writing of a very long outline where a short one should be employed. As there is so much to be gained by their mastery, the student should neglect no opportunity which the exercises afford, to understand, memorize, and persistently use the affixes.

DISJOINED PREFIXES

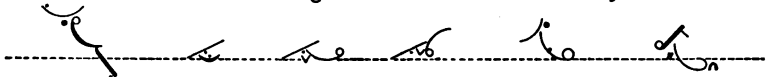
205. Principles of disjoining Prefixes. Many otherwise long words may be abbreviated by disjoining a suggestive part at the beginning.

a. Con, com, or cog may be expressed by writing a dot immediately before the beginning of an outline; *accom* by disjoined, vocalized *kuh*.



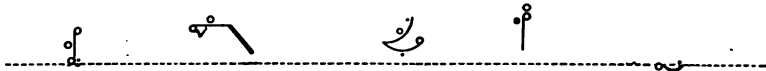
Con, com, or cog may be expressed in the middle of a word, or between words, by writing close together that which precedes and follows the syllable.

inconceivable recommend recognize reconcile she confesses John's confusion



b. Circum or self may be expressed by writing an *s*-circle beside the first stroke of an outline; *self-con* or *self-com*, by writing it before the beginning of the word in place of the *con*-dot.

circumstance circumscribe selfishness self-conceit self-command



c. Inter, intro, or enter may be expressed by writing a half-length *n* at the beginning.

interfere introduce entertain interjection introspection enterprisingly



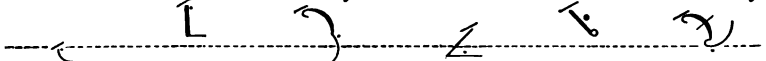
d. Magni or magna may be expressed by writing a stroke *m* at the beginning.

magnify magnanimity magnificence Magna Charta

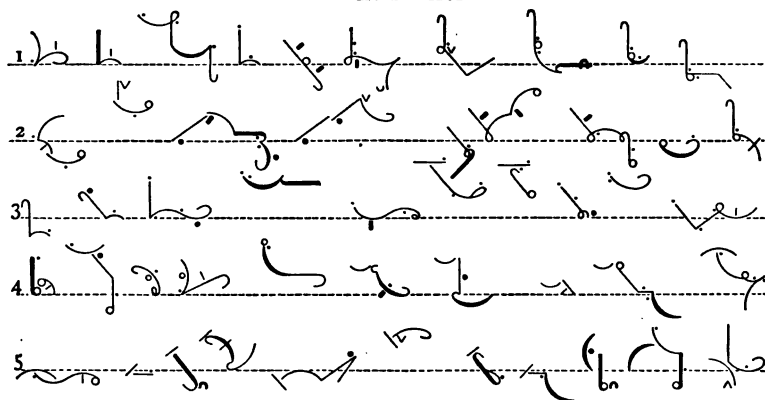


e. Counter, contra, or contro may be expressed by a short stroke, in the direction of *ruh* or *puh*, at the beginning.

counterfeit contradict controversy countercheck contrabass controversially



EXERCISE XCI



EXERCISE XCII

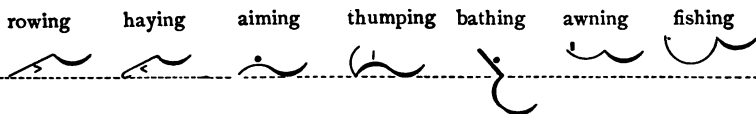
- | | | | |
|--------------|-----------------------|---------------------|----------------------|
| 1. encamped | 11. messenger | 21. your confusion | 31. self-conscious |
| 2. thumped | 12. post-road | 22. their condition | 32. intervene |
| 3. punctuate | 13. transgress | 23. consider | 33. enterprising |
| 4. postman | 14. attempt | 24. competency | 34. introducer |
| 5. postboy | 15. conducive | 25. cognizance | 35. Magnificat |
| 6. transfix | 16. accomplice | 26. condensation | 36. magnanimously |
| 7. translate | 17. incongruous | 27. unconcern | 37. counterbalance |
| 8. transact | 18. inconvenient | 28. inconstancy | 38. counter-drain |
| 9. aptness | 19. discommode | 29. circumflex | 39. controversialist |
| 10. outfit | 20. our consideration | 30. self-defense | 40. countershaft |

206. Teacher's Dictation Exercise. Ghostly, postpone, Postal Union, testimony, post-rider, translation, transaction, transverse, prompt, badness, camped, thumped, punctuation, contrive, command, decompose, reconcile, recognize, countermines, circumspect, circumscribed, selfish, discontinue, self-conviction, magnify, counteract, magnificent, irreconcilable, counterfeit, self-consuming, recommend, uncontrolled, controversy, inconvenient, inconsiderable, condensation, self-defense, magnanimity, self-possessed, recommendation, countermarch.

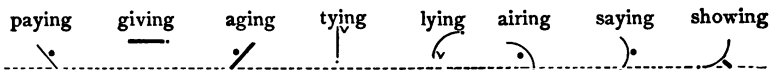
DISJOINED SUFFIXES

207. Principles of disjoining Suffixes. *a. Ing* may be expressed in two ways, as follows:—

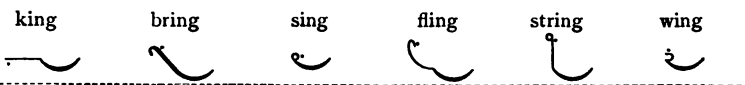
(1) By writing the stroke *ung* after *ruh*, *huh*, *um*, *ump*, and all curved strokes, hooks, or circles written with left motion.



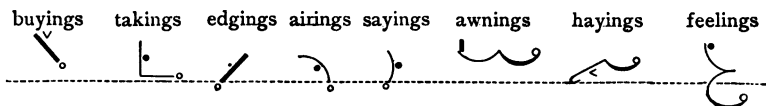
(2) By writing a dot at the end of all other straight strokes and the remainder of the curved strokes.



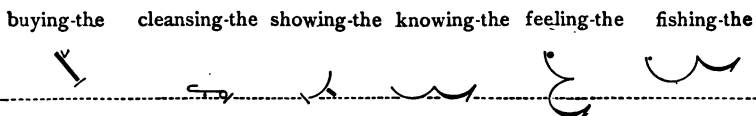
In words of one syllable the stroke *ung* must be used.



b. Ings may be expressed by a small circle in all places where *ing* is expressed by a dot; elsewhere, by the stroke *ung* and the *s*-circle.

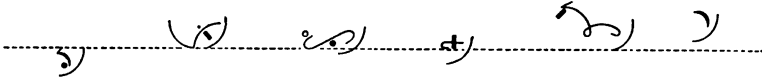


c. Ing-the may be expressed by a small disjoined tick, written in the direction of *ruh* or *puh*, in all places where *ing* is expressed by a dot; elsewhere, by the stroke *ung* and the tick for *the*.



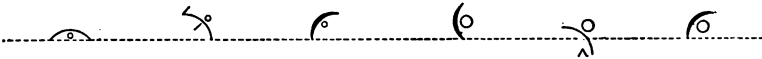
d. *Ship* may be expressed by the stroke *shuh*.

hardship fellowship relationship courtship horsemanship lordship



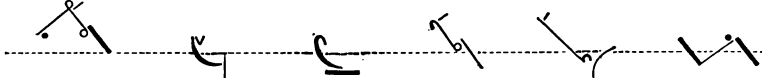
e. *Self* may be expressed by a small circle written at the side of the last stroke of an outline ; *selves*, by a large circle.

himself herself yourself themselves ourselves yourselves



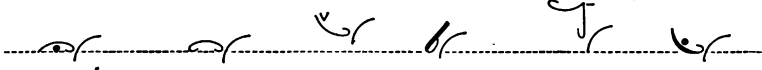
f. *Ility*, *ality*, *arity*, or *erity* may be expressed by disjoining from the preceding part of a word that consonant stroke which precedes any one of these suffixes.

responsibility vitality vulgarity prosperity popularity barbarity

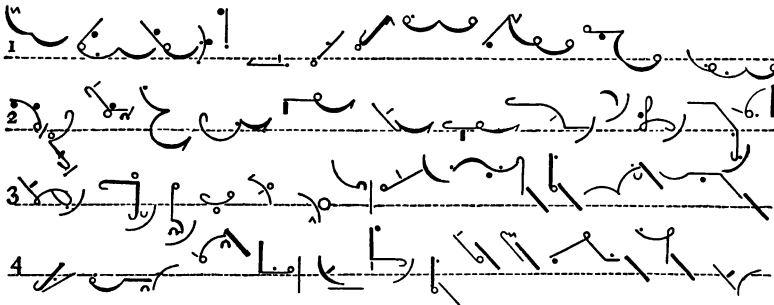


g. When *luh* will not join conveniently at the end, it may be disjoined to express the final syllable *ly*.

mainly womanly finely justly wantonly vainly



EXERCISE XCIII



EXERCISE XCIV

- | | | | |
|--------------|--------------------|-------------------|--------------------|
| 1. dressing | 11. fishings | 21. rinsing-the | 31. hospitality |
| 2. ringing | 12. tracings | 22. scholarship | 32. inability |
| 3. longing | 13. chastenings | 23. deanship | 33. susceptibility |
| 4. obeying | 14. dividing-the | 24. ownership | 34. cordiality |
| 5. aiding | 15. estimating-the | 25. ladyship | 35. stability |
| 6. making | 16. arranging-the | 26. trusteeship | 36. volubility |
| 7. doings | 17. foiling-the | 27. professorship | 37. principality |
| 8. drawings | 18. flushing-the | 28. suretyship | 38. punctuality |
| 9. sneezings | 19. singing-the | 29. thyself | 39. versatility |
| 10. puffings | 20. revising-the | 30. affability | 40. infidelity |

208. Teacher's Dictation Exercise. Legibility, sensibility, inseparability, myself, yourselves, hardship, himself, herself, themselves, stability, ourselves, singularity, relationship, susceptibility, kinship, yourself, debility, popularity, acceptability, township, lordship, apprenticeship, credulity, cordiality, hospitality, prosperity, vulgarity, ownership, deaconship, versatility, infidelity, vitality, principality, frugality, volubility, malleability, dexterity, polarity, servility, statesmanship, queenship, clerkship, fellowship, futility, fatality, inhumanly, suddenly, plainly, slovenly, imperatively.

EXERCISE XCV

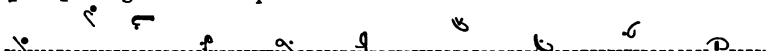
- | | | | |
|-------------|------------------|-----------------|-------------------|
| 1. hurraing | 11. mowings | 21. reaping-the | 31. gentility |
| 2. hoeing | 12. hoeings | 22. hearing-the | 32. rascality |
| 3. maying | 13. innings | 23. sewing-the | 33. posterity |
| 4. nothing | 14. failings | 24. opening-the | 34. risibility |
| 5. inning | 15. tyings | 25. winning-the | 35. expansibility |
| 6. flashing | 16. chewings | 26. meaning-the | 36. secularity |
| 7. dying | 17. sowings | 27. paving-the | 37. potentiality |
| 8. aching | 18. paying-the | 28. censorship | 38. prodigality |
| 9. laying | 19. seeing-the | 29. myself | 39. heavenly |
| 10. erring | 20. accusing-the | 30. ourselves | 40. suddenly |

HALVING PRINCIPLE—CONCLUDED

209. Halving for T or D. Up to the present point the student has been taught that by halving, *tuh* is added to a light stroke and *duh* to a heavy stroke. It is the common practice of the great majority of phonographers to add either *tuh* or *duh* by the halving principle and to depend upon the context for the correct reading of a passage. It is true that conflicts may occur in a few words, but this difficulty is theoretical rather than practical. In most cases the conflicting words will be found to be different parts of speech.

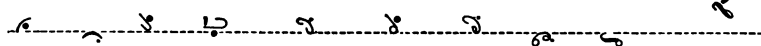
210. Halving Consonants with Hooks. Single, double, triple, quadruple, and final hook consonants may be written half length to add *tuh* or *duh*. W-hook outlines are not shaded for *duh* when halved.

paid plead grit settled spread stuttered fined vent wilt motioned



211. Reading Final S-Circle. *Tuh* or *duh* must be read after a final vowel or hook, but before a final s-circle or loop.

late mad paint occasioned friend paints friends slants glands broadest



212. Halving W, Y, Mp, and Ng when Hooked. When standing alone, *wuh*, *yuh*, *ump*, and *ung* may not be made half length unless they have a final hook.

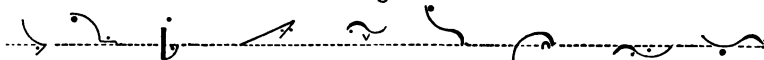
impound impugned ambient impassioned sanctioned



213. Joining Halved and Full-Length Strokes. A half-length stroke may be joined to a full-length only when a distinct angle results, or

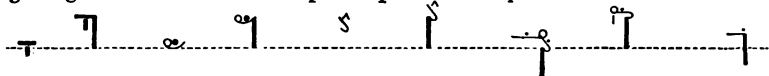
when two curved strokes are joined without an angle, if one of them is shaded.

fetched erect dashed wretched midnight feared lured madden named



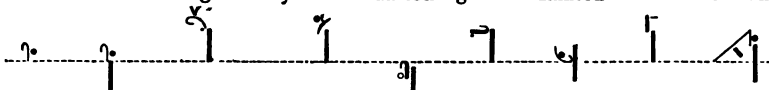
214. Joining the D-Stroke to express the Past Tense. When the present tense is expressed by a half-length stroke, the past tense is usually expressed by joining the stroke *duh*.

goad goaded saint sainted point pointed expended seconded acted



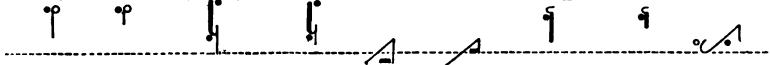
215. Disjoining the D-Stroke to express the Past Tense. If the half length does not form a distinct angle with the added *duh*, or if it is difficult to join, the added stroke may be disjoined.

trade traded affrighted yielded darted gifted fainted dotted rotated



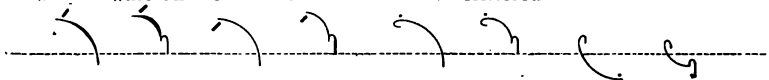
216. Halving the Final Stroke to express the Past Tense. When a word ends with a simple stroke *tuh* or *duh*, the past tense may be expressed by halving the final stroke.

seat seated defeat defeated root rooted weed weeded related

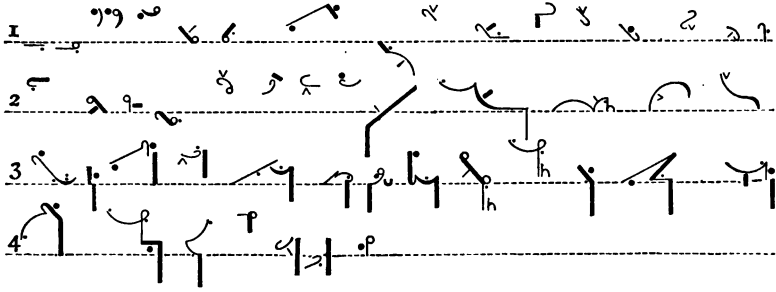


217. Halving Double Consonants to express the Past Tense. When the present tense is expressed by a lengthened stroke, the past tense may be expressed by the use of a halved double consonant, if a better outline results.

water watered order ordered fritter frittered flatter flattered



EXERCISE XCVI



EXERCISE XCVII

1. act	11. deduct	21. severed	31. afford
2. acts	12. robbed	22. sprayed	32. warned
3. oft	13. butter	23. snored	33. comprehend
4. soft	14. motioned	24. requite	34. waited
5. nods	15. point	25. wind	35. imitated
6. jet	16. cuffed	26. popped	36. hoarded
7. bets	17. heft	27. legged	37. sorted
8. gates	18. concerned	28. looked	38. twitted
9. dots	19. blot	29. navigate	39. inserted
10. prod	20. proud	30. dished	40. counteracted

218. Teacher's Dictation Exercise. Beets, beast, poised, pods, buzzed, beds, best, mist, midst, modes, mast, needs, sneezed, wends, bodes, wilds, fates, avoids, nods, evoked, liked, road, Marryat, stated, rooted, cheroot, avoided, potted, imitated, red, roared, dialect, doted, locked, collect, reflect, credit, credited, date, data, mud, muddy, fired, lured, naught, sneered, suffered, dashed, wormed, spread.

219. Common errors on final hooks, lengthening, halving, ticks, and affixes. *a.* Failure to fix in the mind the important fact that the *f*-hook is never written except at the end of straight strokes.

b. Failure to observe that, as the *n*-hook is used at the end of curved strokes, it is necessary to express the *f* or *v* by a stroke consonant on curved strokes, not by a hook.

c. Failure to notice that the *s*-circle must be written inside the *f*-hook, as the hook is written on the same side of straight strokes as the plain *s*-circle.

d. Failure to comprehend fully the difference between the *shun*-hook and the *sě-shun* hook. One contains the sound of a consonant preceding the sound of a vowel and *shun*; the other, the sound of a consonant, a vowel, and the sound of *s* preceding the sound of a vowel and *shun*. Remember that the sounds of the latter will always be *sř-shun*, *sě-shun*, *sā-shun*, or *zř-shun*, *zě-shun*, *zā-shun*.

e. Failure to become so thoroughly familiar with the lengthening principle that it will always be used in words ending in the sounds of *ter*, *der*, or *ther* after a curved stroke. Most pupils finally get into the habit of using the double consonants to express these syllables.

f. A strong tendency to fail so to memorize the various affixes that they will not escape the mind when writing rapidly. Students often attempt to write their sounds in full, rather than take the time to learn faithfully the representative of each.

g. Failure to observe that the halving principle is one of the greatest time-saving expedients in phonography, and worthy of the time which it is necessary to spend in order to master each detail.

h. Failure to notice that words ending in *nt* or *nd* usually are written with the *n*-hook on a half-length stroke.

i. Failure to remember that the *s*-circle, even when used with a halved stroke which has a final hook, must be read last. Emphasize this by writing outlines for *chants* and *chanced*, *lands* and *lanced*, *rents* and *rinsed*, *glanced* and *glands*, *fenced* and *fends*.

j. Failure to perceive that there are three ways of expressing the past tense: by halving when the present tense ends in a full-length stroke; by halving a double consonant when lengthening and *duh* make a poor outline; and by adding a stroke *duh* after a half-length stroke.

WORD SIGNS

THIRTEENTH LIST OF WORD SIGNS

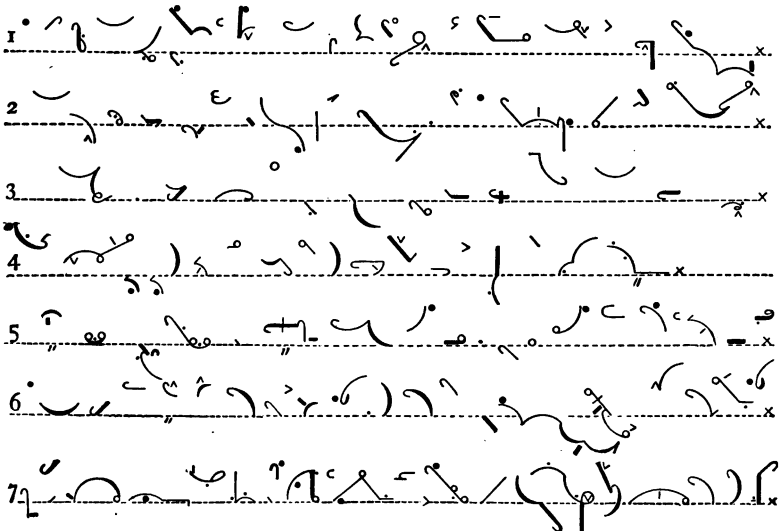
Without Vowels :

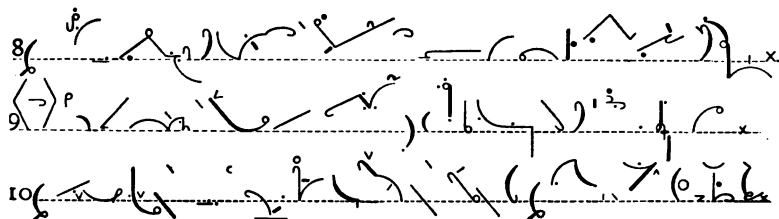
account called told child mind part toward
 cared great quite spirit went

Contractions :

cannot behind did not gentlemen particular-ly
 do not gentleman opportunity
 according-ly world independ-ent-ce intelligent notwithstanding

EXERCISE XCVIII





EXERCISE XCIX

1. The gentlemanly and faithful instructor supplied the youths who were under his control with fitting physical culture at every convenient opportunity. 2. A strong wind came up from behind the mountain, and blew such a gale that the good ship *Enterprise* broke her anchor-chain and slowly moved toward the rocks. 3. He who stops to dispute with fools proves himself to be of weak and childish mind and of contrary spirit. 4. I should be glad to meet the gentleman to whom you referred, but I am afraid you cannot depend upon meeting me at the time you mentioned. 5. In his account of the fire he said that, without regard to the fact that the underwriters were informed of the preservation of thousands of yards of holland shirting, they had settled the loss in full. 6. Self-respect and self-improvement have a great deal to do with one's success in life, particularly when one is brought into close contact with others. 7. For his part, he thought his merit was not recognized, and he, consequently, was not reconciled to his position. 8. According to some accounts, his speech was interrupted by a few intelligent hearers, and some of them went out of their way to contradict his statements. 9. If you can accustom yourself to our circumstances, you may accompany us while we circumnavigate the world. 10. Our forefathers failed to foresee the magnificent growth of this country, though they were particular to assert their rights and show their independence on many occasions. 11. As the contraband was acquainted with many of the secrets of the Southern army, he called out the countersign and went through the lines quite easily. 12. The order for the

immediate arrest of = the counterfeiter was countermanded, but = his independent manners caused his motives to be misconstrued. 13. According to all = accounts, they recognized each = other and = a reconciliation followed immediately, for each = had cared much for = the = other before = a quarrel had blighted their pleasure. 14. By introducing interchangeable parts, = the office = boy had succeeded in getting = the machine to = work again, but he had = been badly affrighted for = a while by = his predicament. 15. She = is noble = and womanly, and = her popularity is due to = her affability, hospitality, and = true friendship.

OMISSION OF VOWELS

220. Reading without Vowels. Up to the present the student has been expected to insert all vowels, except where they have already been previously practiced in speed letters. The object of this has been to make the student very proficient in locating vowels both quickly and accurately.

While it is true that the ability to insert every vowel readily and accurately would be a valuable accomplishment, it is also true that very rapid writing is not possible when this is attempted. Indeed, many words are read about as easily without vowels as they would be with them.

221. Writing without Vowels. As rapidly as the outlines of certain words without vowels become familiar, the vowels may be omitted, thus making possible a greater speed without seriously interfering with legibility.

222. Principles for omitting Vowels. Vowels are omitted or written under the following well-defined circumstances:—

a. Omit vowels in words in which the only important vowel in the word is expressed by the position of the word.

lodgment packet labor fish ask regal preach blind bluntly

b. Omit vowels in words having no important vowels.

Benjamin memorable murmur dozen legitimate garlic muscle

c. Omit vowels in words which have strikingly peculiar outlines, or which have become familiar by frequent usage.

financial amalgamation exercised foundation received accept favor

d. Omit those vowels which are suggested by the manner of writing a stroke.

zero army alike penny alkali legal illegal elegant Lucy

e. Omit all but the first vowel in words in which the initial vowel is sufficient to designate the word intended.

opaque unique ideal immigrate Aztec allied Isaac apron

f. Omit all but the last vowel in words in which the final vowel is sufficient to designate the word intended.

Jericho folio croquet Bellevue piano bestow monarchy Germania

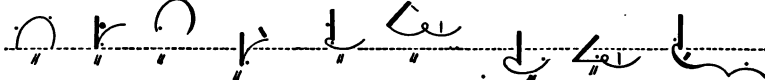
g. Omit all but the distinguishing vowel in words in which the outlines are written exactly alike.

veracity voracity permission promotion effect affect predict protect



h. Proper names and unusual words should have as many vowels written as possible.

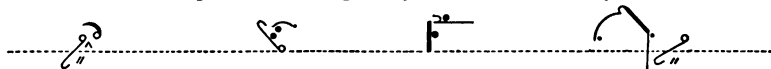
Elsie Daly Lizzie Dooley Edwin Johnson Daniel Jackson ad valorem



PHRASING — CONCLUDED

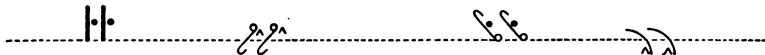
223. Advanced Principles of Phrasing. a. The words *of* and *of the* may be expressed by writing the preceding and following words close together, but a vowel word sign may not be treated in this manner.

House of Lords place of meeting day of the week liberty of the House



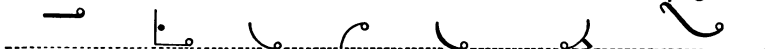
b. The words *from* and *to* may be omitted in phrases like the following :—

from day to day from house to house from place to place from hour to hour



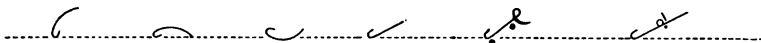
c. *Us* may be expressed by a joined s-circle.

give us take us for us will us have us show us bring us



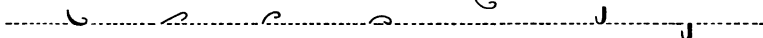
d. *We* may be expressed by the *w*-hook.

we will we may we know we are we received we are sorry



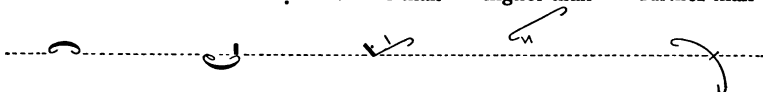
e. *Not* may be expressed by the *n*-hook attached to a word sign made half length.

have not are not will not may not if not do not had not



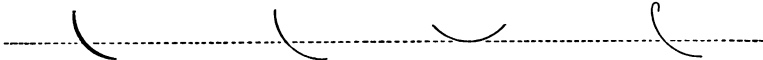
f. *Than* may be expressed by the *n*-hook after a full-length stroke.

more than sooner than better than higher than further than



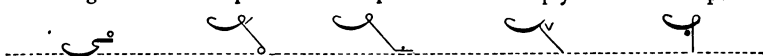
g. *Their* or *there* may be expressed by the lengthening principle.

have their-re for their-re know their-re follow their-re



h. The irregular double consonant *nr* may be used to express the word *in* and the syllable *re* in combinations like the following:—

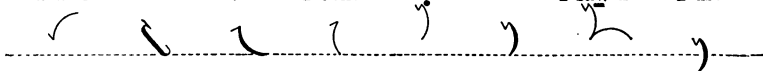
in regard in response in respect in reply in receipt



It should be observed that if all the vowels were written in these combinations of two words, no sound would be missing; the syllables, however, are disregarded.

i. While the word *I* may safely be expressed by writing the first half of its sign downward or the second half upward, the whole sign should be written before the strokes for *suh* or *zuh*.

I will I believe I have I think I see I was I saw him I use



EXERCISE ON ADVANCED PHRASES

224. Drill on Phrasing. Let the student write carefully and with concentrated mind each of the following phrases, spending time and effort on those which are difficult to write or those which do not seem perfectly natural or logical.

child (of) God	laws (of the) land	from us
children (of) God	liberties (of the) people	take us
children (of) men	homes (of the) citizens	after us
church (of) England	circumstances (of the) case	among us
church (of) God	every part (of the) world	before us
church (of) Rome	freedom (of the) people	behind us
city (of) Boston	freedom (of the) press	bring us
city (of) Manchester	gentlemen (of the) jury	for us
city (of) Norfolk	history (of the) world	give us
city (of) Norwich	liberty (of the) press	let us
condition (of) things	member (of the) bar	near us
constitution (of) England	members (of the) bar	over us
course (of) business	one (of the) best	receive us
court (of) chancery	one (of the) most	remember us
court (of) claims	one (of the) worst	thank us
court (of) justice		through us
fear (of) God	(from) church (to) church	under us
freedom (of) speech	(from) city (to) city	assesses us
good many (of) them	(from) day (to) day	chooses us
house (of) God	(from) door (to) door	excuses us
house (of) prayer	(from) end (to) end	exposes us
in point (of) fact	(from) hour (to) hour	induces us
in the presence (of) God	(from) man (to) man	refuses us
Jesus (of) Nazareth	(from) moment (to) moment	rejoices us
kingdom (of) Christ	(from) month (to) month	surprises us
kingdom (of) heaven	(from) ocean (to) ocean	against us
kingdom (of) this world	(from) point (to) point	amazed us
kingdoms (of) this world	(from) side (to) side	aroused us
laws (of) God	(from) tower (to) tower	authorized us
laws (of) life	(from) town (to) town	blessed us

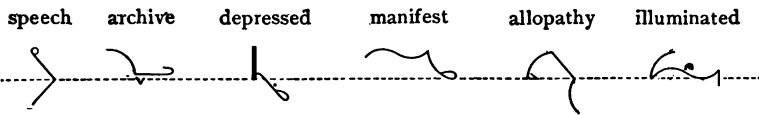
we are never	we know we must	easier than
we are known	we know we were	greater than
we are right	we know where we are	harder than
we are then		longer than a
we are in this	am not	longer than the
we are ready	I am not	more than
we may	I am not to leave	more than necessary
we may also	are not	more than enough
we may always	are not known	more than would be
we may have	are not asked	rather than
we may go	which you are not	rather than ask
we may never	if you are not	rather than make
we may perhaps	I do not know	rather than mention
we may probably	I do not now	rather than receive
when we may	I do not think	rather than say
we will	I do not say	sooner than
we will ask	we do not ask	sooner than required
we will be	we do not know	sooner than risk
we will become	we do not say	
we will call	we do not think	from their
we will do	we are not	from their representation
we will find	we are not to leave	I am sure there
we will have	we are received	I have seen there
we will have none	we are recognized	I know there has been
we will have taken	we are not many	I know there have
we will judge	will not	if there be
we will know that	will not ask	if there is
we know	will not be	if there has been
we know not	will not become	if there has not
we know nothing	will not have	if there is anything
we know one thing	will not receive	in their
we know that	will not say so	in their discharge
we know that you are	will not make	in their interest
we know that you can	I will not say	in their opinion
we know the most	I will not ask	in their place
we know them	I will not receive	it was there
we know this	you will not be	may have their
we know we have	you are not to leave	near there
we know we may	we have not been	never there

only their	in regard (to) that	in reply (to) such
say there	in regard (to) them	in reply (to) that
say there is	in regard (to) this	in reply (to) their
say there should be	in regard (to) this one	in reply (to) this
for there is	in regard (to) your	in reply (to) yours
for there will	in reply (to) him	in respect (to) him
for there will be	in reply (to) it	in respect (to) his
when there was	in reply (to) many	in respect (to) one
when their advantages	in reply (to) several	in respect (to) these

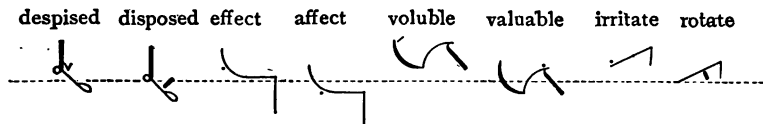
POSITION WRITING — CONCLUDED

225. Rules for writing Words on Base Line. Heretofore all outlines have been written in the position of the only vowel in the word, or in the position of the accented vowel if the word contained more than one vowel. The following deviations from that rule should be carefully observed : —

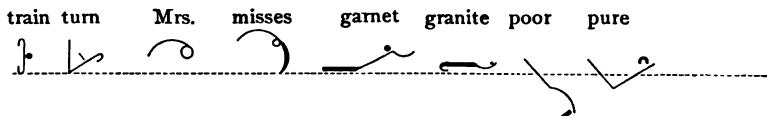
Outlines of two strokes, either of which is modified by a circle, loop, hook, halving, or doubling, and outlines of more than two strokes, may be written on the line, unless a similar outline conflicts.



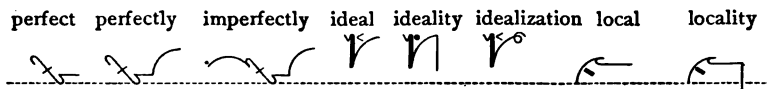
Words having like outlines, especially if they are of the same part of speech, must be written in the position of their accented or distinguishing vowel.



In some instances words of like nature will have their accented vowel of the same place. Variation of the outlines is necessary in such cases, but the outlines may also be written in position.



Derivative words are written in the position of the word from which they are derived, notwithstanding a change in the place of the accented vowel.

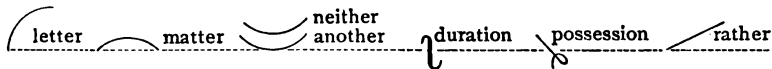


Some outlines of two simple strokes occur with such great frequency that, their forms being so familiar, they may be easily read if written on the line.

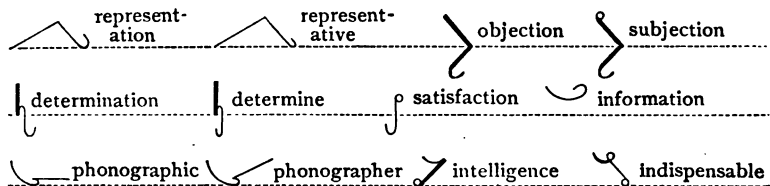


FOURTEENTH LIST OF WORD SIGNS

Without Vowels :



Contractions :



EXERCISE C

Apply the rules for position writing to these and all subsequent sentences. Follow the phrase marks carefully. See page 143, par. 223.

1. Every intelligent and = worthy student = of = phonography and = every full-fledged phonographer should = understand = the importance = of = keeping up an = active interest in = daily practice, notwithstanding other duties which = may = press upon him. 2. There = is = a great = deal = of = satisfaction in knowing = that phonographic skill and intelligence are generally appreciated and = are = considered indispensable to = the successful = conduct = of = modern commercial enterprises. 3. Men or women who = are = anxious to = live according to = the letter, rather = than in = accordance with = the spirit of = a matter, often find they have = done more harm to = a good cause than can = be righted again by years = of = faithful = and well-spent efforts. 4. Within, around, and = above their house, = the entire = group = of = buildings seemed enveloped in flames, which = were rapidly creeping toward another part = of = the = city, where = none but = the wealthiest lived. 5. From = the = information which I = received I = cannot determine which gentleman called on me first as = the representative = of = the = firm in = which = you = are = interested, for neither = of = them gave = his card to = the servant when = he went out = of = the = door. 6. The child went toward = the man with determination in = every feature and independence in = his manner; but after he = had told = him = his story he acted as = though he felt = his duty were done. 7. "Taxation without representation" was = the cry = of = the = opponents = of = the = British in = the Revolutionary = War, and none cared to oppose = them except = the Tories and = the subjects = of = King George. 8. From all = the information that = is = in = my possession I = have come to = view this = subject as = a = matter = of = personal = opinion alone, and I = think I should = not = be called = upon to = express that opinion in = public. 9. Whatever objection I = may = have = had to giving you possession = of = the = papers I = then held, has = been removed by = the statement = of = several = gentlemen who = told = me that = you had = been particularly good to = this child. 10. The duration = of = the = period = of = subjection was

entirely too extended for people who = had won = their independence by = their = own energy, and on no account could = they have = been induced to = submit to = such unequal representation in = the General Assembly. 11. In = whichever = of = the = foreign languages he speaks, I = find = his sentences scarcely intelligible, and I = am = very = particular to = give closest heed to = everything he says, in = the hope that I = may = not = fail to comprehend anything = valuable he = may let fall. 12. The young = gentleman = of = whom I spoke was = a = man = of = excellent spirit = and unusual intelligence, and = his = father was = a general in = the Civil = War and = suffered from not less than ten wounds. 13. When twelve men agree on = a verdict, the law = is apt to = accept = their decision as = final, except in = cases where = it = can = be shown that = a bribe has = been = taken by = one or more members = of = the = jury. 14. If = one = is = disposed to = have = a = mind of = his = own, or to = stand alone in = a = matter = of = principle, he will = not find = a multitude = of = the = people of = this = world in = harmony with = his views, as he otherwise might. 15. Judging by accounts that = have reached = me in = regard to = this young = woman, I = have = concluded that she = is = an intelligent, industrious, = and capable phonographer, and not = a whit behind = the other person whom = you = mentioned.

ADDITIONAL CONTRACTIONS

226. List of Contracted Words and Phrases. There are many outlines of words, phrases, and contractions which once learned will save the student much time and labor.

Practically all of these additional contractions are of great value to the student, for the reasons that they either avoid an awkward outline or are worthy of memorizing on account of their frequent occurrence.

Let the student first see the reason for the choice of the outline for the word or phrase and observe how much effort it saves, and then practice it carefully many times.

CONTRACTIONS

 District of Columbia	 Pennsylvania.	 territory
 North Carolina	 New York	 mistake
 South Carolina	 New York City	 mistaken
 New Jersey	 United States	 respect-fully
 Virginia	 merchandise	 company
 West Virginia	 passenger	 post-office

CONTRACTED PHRASES

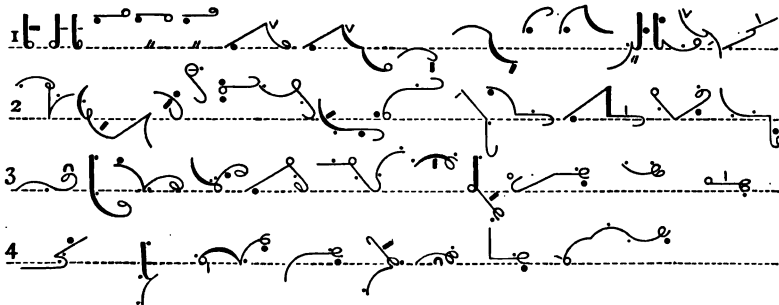
 may be	 in order-to	 as well as
 at hand	 in receipt-of	 we are in receipt-of
 at once	 in reference-to	 we regret to say
 better than	 in regard-to	 we enclose
 more than	 in reply-to	 we remain
 rather than	 in respect-to	 yours truly
 free on board	 in response-to	 yours very truly
 bill of lading	 with reference-to	 the first
		 to be

WORDS WITH VOWELS OMITTED

 Iowa	 enough	 perhaps
 Ohio	 being	 person
 Kentucky	 instead	 quality
 Connecticut	 business	 turn
 Rhode Island	 earnest	 work
 America	 answer	 refer
 also	 necessary	 learn
 always	 necessity	 relation
 among	 against	 railway
 many	 Misses	 railroad
 make	 Mrs.	 twenty
 take	 further	 likewise
 into	 material	 et cetera (and so forth)
 keep	 render	 enclosure

 came	 whether	 long  firm
 month	 rapid	 forget-got
 nothing	 report	 forgive
 better	 yesterday	 forego
 indeed	 heretofore	 hundred
 indebted	 seldom	 return
 intend	 sometime	 between
 little	 per cent	 credit
 method	 certain	 article

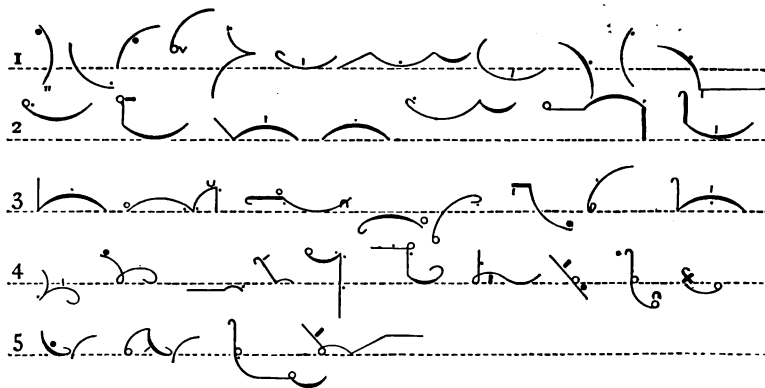
EXERCISE CI—REVIEW



EXERCISE CII—REVIEW

- | | | | |
|-----------|-----------------|-----------------|-------------------|
| 1. daze | 11. tinge | 21. subsection | 31. resolutions |
| 2. Danes | 12. deafness | 22. inscription | 32. vaccinations |
| 3. Dave's | 13. leaner | 23. legation | 33. occasional |
| 4. kiss | 14. rougher | 24. irrigation | 34. petitioner |
| 5. cans | 15. potency | 25. fiction | 35. incision |
| 6. calves | 16. devotee | 26. restoration | 36. impositions |
| 7. shins | 17. monstrously | 27. adoptions | 37. dispositions |
| 8. shaves | 18. Spencer | 28. expeditions | 38. relaxations |
| 9. noon | 19. lotion | 29. diffusions | 39. recessional |
| 10. knave | 20. recitations | 30. attentions | 40. sensationally |

EXERCISE CIII—REVIEW

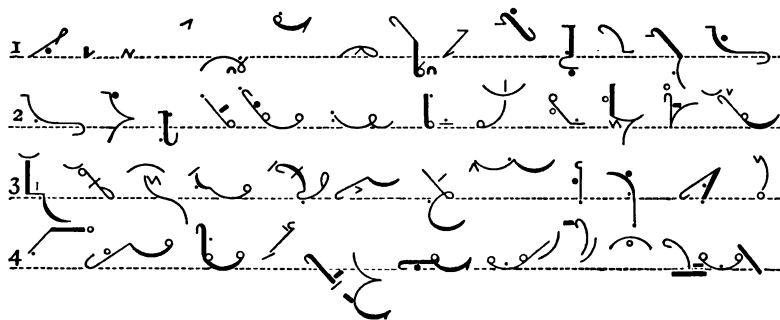


EXERCISE CIV—REVIEW

- | | | | |
|--------------|-----------|-------------|---------------|
| 1. Esther | 5. rafter | 9. wither | 13. fingering |
| 2. fighter | 6. wonder | 10. father | 14. lingering |
| 3. litter | 7. tinder | 11. weather | 15. distemper |
| 4. slaughter | 8. tender | 12. tinker | 16. cumber |

- | | | | |
|---------------|----------------|-----------------|----------------|
| 17. material | 23. diameter | 29. presumption | 35. postscript |
| 18. entirely | 24. federal | 30. exemption | 36. pasteboard |
| 19. murder | 25. literary | 31. trumped | 37. transitive |
| 20. subaltern | 26. literature | 32. function | 38. pertness |
| 21. waiter | 27. centered | 33. injunction | 39. suddenly |
| 22. deserter | 28. motherless | 34. distinctive | 40. mainly |

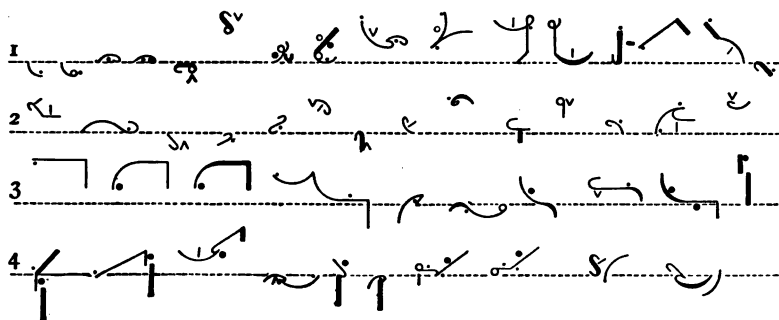
EXERCISE CV—REVIEW



EXERCISE CVI—REVIEW

- | | | | |
|----------------------|---------------------|-------------------|-----------------|
| 1. accomplishment | 11. unconsciousness | 21. introspection | 31. longings |
| 2. accompaniment | 12. composition | 22. interloper | 32. casings |
| 3. self-conquest | 13. complicate | 23. magnificent | 33. packing-the |
| 4. their conduct | 14. cognitive | 24. countersign | 34. guiding-the |
| 5. her complaint | 15. reconstruct | 25. controversial | 35. filing-the |
| 6. incognito | 16. inconvenience | 26. booming | 36. knowing-the |
| 7. recognizable | 17. circumstances | 27. witching | 37. kingship |
| 8. incompatible | 18. self-assumption | 28. sharing | 38. deaconship |
| 9. in conclusion | 19. self-confidence | 29. teachings | 39. flexibility |
| 10. in consideration | 20. enterprise | 30. rakings | 40. posterity |

EXERCISE CVII—REVIEW



EXERCISE CVIII—REVIEW

- | | | | |
|--------------|----------------|---------------|---------------|
| 1. shut | 19. cod | 37. around | 55. lagged |
| 2. shuts | 20. diet | 38. thread | 56. vacate |
| 3. mount | 21. biter | 39. cried | 57. lodged |
| 4. mounts | 22. robbed | 40. sneered | 58. numbed |
| 5. grants | 23. prayed | 41. strut | 59. flowered |
| 6. blunts | 24. dedicate | 42. prod | 60. warmed |
| 7. insult | 25. petitioned | 43. adequate | 61. annotated |
| 8. contained | 26. painted | 44. waned | 62. delighted |
| 9. boat | 27. heaved | 45. gagged | 63. herded |
| 10. toads | 28. roofed | 46. locked | 64. cogitated |
| 11. dates | 29. cleft | 47. screened | 65. seeded |
| 12. dazed | 30. crowned | 48. seclude | 66. obeyed |
| 13. pats | 31. cleaned | 49. sprint | 67. moaned |
| 14. past | 32. craft | 50. splint | 68. frittered |
| 15. coats | 33. prints | 51. strained | 69. wandered |
| 16. coast | 34. plants | 52. sojourned | 70. nodded |
| 17. pounds | 35. drifts | 53. sprints | 71. shunted |
| 18. pounced | 36. clefts | 54. splints | 72. rotated |

SPEED-PRACTICE LETTERS

227. Speed-Practice Letters 6 and 7. The following letters should be practiced faithfully, in accordance with the directions for previous speed-practice letters, until a speed of fifty or more words per minute is attained. Each letter should be taken from dictation in four minutes. Do not fail, when practicing these for dictation, to compare them with the corrected copy.

The student should not give unwillingly the time which it takes to practice these letters, for such practice will have an important bearing on future success. That which is accomplished now will not need to be accomplished hereafter. Every word the outline of which becomes familiar by practice is thus made a part of one's shorthand vocabulary.

Nashville, Tenn., April 11, 1905.

Mr. Archibald Henderson,
Canton, Ohio.

Dear Sir:

In response to your letter of the 9th inst., it gives me great pleasure to grant your request, and I now write giving an expression of my opinion as to your efficiency in the position of assistant general manager of the Danville water works during the last six years. I am pleased to say that in professional training, general education, and personal character I found you magnificently equipped to render valuable aid in all phases of your occupation.

It was my custom, as general manager, to intrust to you for execution many of the most important matters of our service,¹⁰⁰ including the supervision of the force of men. In this capacity you displayed such gentlemanly self-control and were so quick to recognize true worth in¹²⁵ the employees that you soon gained their friendship without any display of hostility on their part. In discharging your duties you gave evidence of technical¹⁵⁰ ability and an excellent knowledge of human nature, while your great energy and constant desire to oblige your superiors were most noticeable.

I shall always¹⁷⁵ be deeply interested in hearing from time to time of your progress, which I assure you I believe you deserve and are bound to achieve.²⁰⁰

Yours truly,

WILLIAM F. DEVINE.

Philadelphia, September 5, 1905.

Mr. David Schreiner,
General Superintendent,
Roanoke, Va.

Dear Sir:

I am in receipt of your favor of September 3d, containing your condensed balance sheet and statement of expenses connected with tempering your steel output⁷⁵ during the last business year. I always appreciate having such figures furnished, as it enables me to compare them with similar facts from other establishments⁶⁰ under my supervision. I have carefully compared the figures forwarded to me by Pittsburgh and Denver, and find that you are considerably higher than either⁷⁵ of them. I presume that this is largely due to the increased expenses that you have labored under ever since your plant was partially destroyed¹⁰⁰ by the tornado. I do not suppose that you will fully recover from this additional cost for more than a year. Do not allow yourself¹²⁵ to grow discouraged on this account. We know the circumstances in the case, and shall not fail to make allowance when we consider your expenses.¹⁰⁰

I trust, however, that you will be as enterprising and economical as possible, without interfering with the quality of the product of your mill. If⁷⁵ you are compelled to make a reduction of ten per cent in the pay of your help, we will stand by you through any trouble.²⁰⁰

Yours very truly,

FRANCIS G. PENDEXTER.

228. Speed-Practice Matter 3. Practice as before on this selection, and then have it dictated in four minutes.

Samuel Morse, from his first experiment with the electric telegraph in 1835 till his experimental essay in 1844, struggled hard against obstacles and indifference, with²⁵ scanty means, for nine years. The Congressional session of 1842-43 was a memorable one. On the last night he waited, almost without hope, and⁶⁰ left the House of Representatives discouraged and poor, reduced to his last dollar. He retired to bed after arranging for his departure home the next⁷⁵ day. On the morning of that day, March 4th, 1843, he was startled by the announcement that, in the midnight hour of the expiring session,¹⁰⁰ Congress had voted to place at his disposal thirty thousand dollars for his experimental essay.

Many of us still remember the first line from Washington¹²⁵ to Baltimore, when the practicability and utility of the electric

telegraph were demonstrated to the world. The ocean telegraph, bringing two continents into almost instant¹⁸⁰ communication, is a triumph of scientific skill, a monument of enterprise and faith in human capability, an evidence of persevering determination in overcoming the most¹⁷⁶ discouraging obstacles.

All honor to the men who, through discouragements and failures, by their indomitable perseverance bore so honorable a part in that great enterprise.²⁰⁰ From *Platform Echoes*, by John B. Gough.

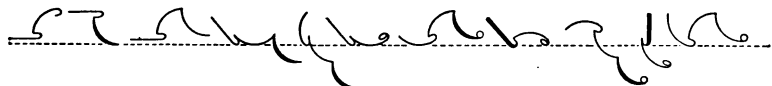
SHORTHAND PENMANSHIP EXERCISES

229. Exercises on Final Hooks and Halving. Carefully practice these combinations of *f*- and *n*-hooks with straight strokes. Avoid a jerky style of writing.

F- AND N-HOOKS ON STRAIGHT STROKES

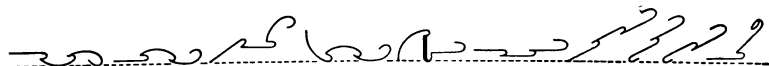


F-HOOKS ON STRAIGHT AND N-HOOKS ON CURVED STROKES



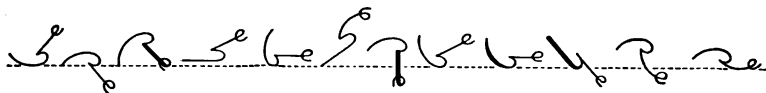
These combinations are given to emphasize the fact that the *f*-hook cannot be written on curved strokes.

F-, N-, AND SHUN-HOOKS



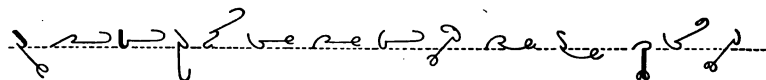
As you practice these *f*-, *n*-, and *shun*-hooks, sound each as it is written. Do not fail to practice each until it can be written easily and with a flowing motion.

SHUN- AND SĚ-SHUN-HOOKS



This exercise is given to help emphasize the difference between the *shun*- and *sě-shun*-hooks. Sound each as it is written. Make the *s*-circle somewhat long and flat.

HALVING, SHUN- AND SĚ-SHUN-HOOKS



In practicing these combinations under the halving principle, be sure to sound before the combination which follows it the *tuh* or *duh* which is added by halving.

230. Review of Shorthand Penmanship Exercises. If the student has not yet developed an easy, smooth, rapid, and flowing style of writing, it would be well to take some spare time to practice all the penmanship exercises of the parts from Part II through Part V. Such a style is worth all the effort that it costs to secure it.

REVIEW LIST OF SIGNS

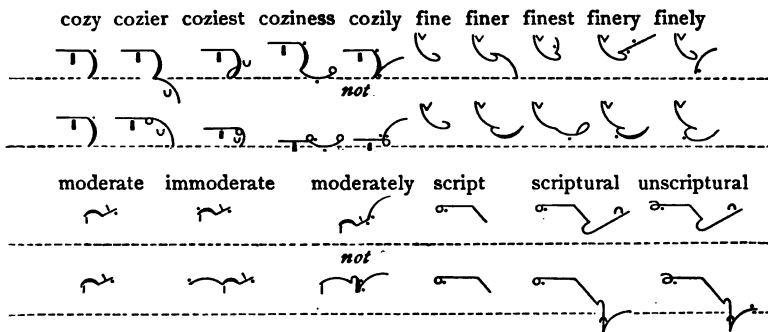
upon	within then, than	great
been	opinion none	behind
ten	men man	did not do not had not
done	women woman	cannot account

general-ly	twelve	gentlemen gentleman
can	alone	mind
gone	belief-ve	world
again	told	went
above	child	quite
whatever	called	spirit
differ-ed-ent-ence	particular-ly part	independent-ce
whichever	opportunity	intelligent
gave	toward	notwithstanding
often	accord-ing-ly	
phonography	cared	
rather	determination	representative
letter	information	determine
neither	objection	phonographic
another	subjection	phonographer
matter	satisfaction	intelligence
duration	possession	indispensable
representation		

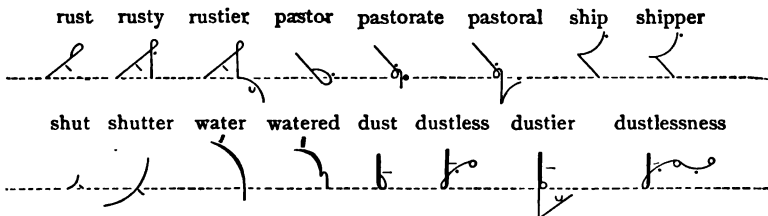
CHOICE OF OUTLINES

231. Many Outlines Possible. One Best Outline. As thirteen of the twenty-six strokes of the alphabet have each had one or more substitutes introduced for the sake of abbreviation (*ruh*, *ur*, *luh*, *fuh*, *vuh*, and *un* having hooks; *tuh* and *duh* having the halving principle; *suh* and *zuh* having the circle; *wuh* and *yuh* having the semi-circles; and *huh* having the tick and dot), it follows necessarily that there may be several ways of writing many outlines for words. There may be several ways, — some right ways, but only one best way. The principles on which a choice of outlines is made are as follows:—

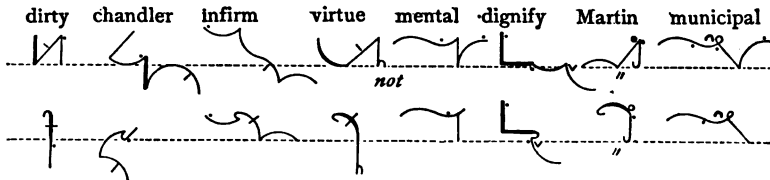
(1) The outlines of all primitive words should be used as the basis for derivative words, unless an outline results which is difficult to write at a rapid rate.



This rule cannot always be followed, and should not be if a loss of speed or legibility results. Notice some of the following derived words.

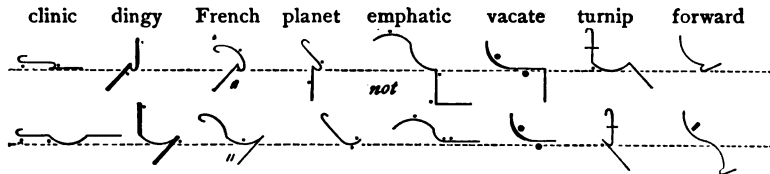


(2) The outlines for primitive words should be chosen for their easy execution in rapid writing rather than for mere brevity of outline.

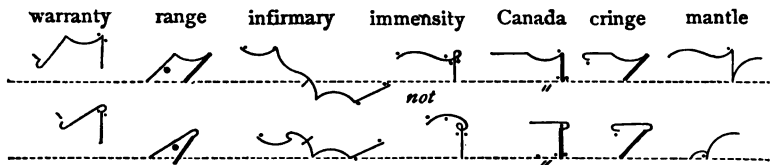


The following suggestions are made in order to aid in the use of the foregoing principles : —

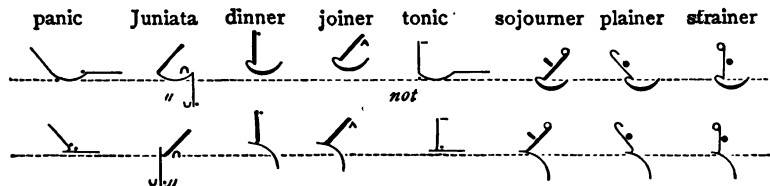
a. Secure acute angles whenever possible, avoiding obtuse angles.



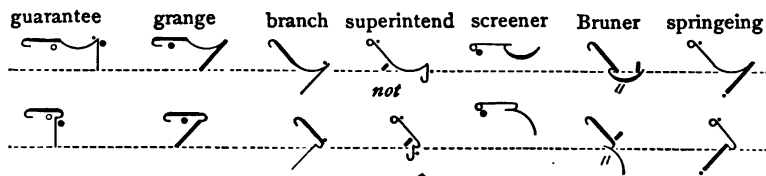
b. Secure flowing outlines whenever possible, avoiding abrupt or unnecessary checks to the hand.



c. Secure perfect hooks whenever possible, avoiding imperfect hooks.



d. Secure outlines in which the straight strokes are kept straight whenever possible, avoiding the use of two hooks written with similar motion.



232. Determining the Best Outline. It should be borne in mind that an outline which might be easily written and read when written slowly may be difficult to write or read when written rapidly. That outline should be chosen which, when it becomes distorted by very rapid writing, will look most like that for which it was intended. In order to determine which is the best outline, it may often be expedient and helpful to write very rapidly fifteen or twenty times any outline that is thought to be the best for a word. If it is easily written and resembles closely the outline which it was written to represent, it probably is the best.

233. Two Types of Phonographers. The student of phonography has now had all those principles which are essential to success. The so-called "reporting principles" have not been given, and are not essential to success in the work of the average student. All students of phonography naturally divide into two classes: those who have difficulty with much memory work and must develop speed through learning comparatively few principles thoroughly, thus throwing much of the work on a rapid hand; and those who have excellent memories and can therefore master many difficult tasks in the way of numerous abbreviations, depending not so much on a rapid hand as on shortened outlines and numerous abbreviating principles, thus throwing much of the work on an excellent memory.

234. Taking up Reporting Principles. For these reasons, and especially because the average student is found to be of the first

class rather than of the second, it is deemed advisable to call attention to the fact that it may not be advisable for all pupils to do the work of Part VI, but immediately proceed with dictation work in connection with the Appendix. If the principles of the first five parts are not under perfect control, or the signs, in particular, are still troublesome, this in itself is evidence of the fact that the student is certainly not prepared to proceed with the more difficult work of Part VI. Those who have no trouble with either the principles or the signs of these first five parts, and desire a more abbreviated style of writing, need not be deterred from proceeding with this work at once, unless the teacher advises otherwise.

THE READING OF SHORTHAND

235. Speed causes Poor Outlines. Assuming that the student, after so much drill, is able and willing to write consistently according to the preceding rules, there ought to be no difficulty in reading shorthand notes; but the natural effect of an increase of speed is either to confuse the mind or render the hand incapable of executing the outlines as they would be executed if deliberation were possible.

236. Smooth Style of Reading. Obviously, nothing need be said about those outlines which can be easily read, except, perhaps, that the student should endeavor to avoid a jerky, spasmodic style of reading. Better read all portions of a selection slowly than read some parts rapidly and then halt or stop to puzzle on others. The impression on the mind of the dictator would then be favorable.

237. Reading the Difficult Words. It is deemed advisable that some hints be given to the student as to the method of procedure in those cases where a word or words cannot be read at a glance. The following method has been thoroughly tested and found satisfactory:—

(1) **Sound.** Carefully sound each element of the outline. If properly written and sounded, this should give the word at once.

(2) **Look ahead.** Read ahead a few words. A hasty glance of this sort often reveals the secret.

(3) **Get the context.** Read the preceding clause or sentence, sound the troublesome outline quickly, and read the subsequent words of the sentence. This method gives the context and should result satisfactorily.

(4) **Is it a sign?** As the difficult word may be a sign word, the student should now determine whether this is the case or not.

(5) **Is it a phrase?** The outline under consideration may be a shorthand phrase. If this is the case, the first word of the phrase, if not all the words, will probably be a word sign, and it should be easily read.

(6) **Is there a mistake?** If the foregoing plan has not revealed the word, some mistake has probably been made when it was written. To determine whether this has been the case is a somewhat long and tedious process. The student should imagine the straight stroke to be curved or the curved stroke to be straight; the light stroke heavy or the heavy stroke light; hooks and circles should be sounded as if on the opposite side; half-length strokes should be sounded as full-length or double-length; full-length strokes regarded as half-length or double-length.

(7) **Vowels.** If there is any hint as to a vowel, it should now be carefully considered. In many cases the first or last stroke of a word suggests a single or a double vowel preceding or following that portion. All this should be weighed.

(8) **Position.** The last hope of getting the word rests on the position it occupies. Every vowel suggested by the position should be tried, both before and after the stroke.

(9) **Synonym.** If success has not yet been achieved, the student should carefully read the context and insert a synonym for the troublesome word or words. *Use common sense in its selection.*

(10) **Ask the dictator.** When all the above have failed, and not until then, ask the dictator, whether teacher or employer, kindly to

supply the needed aid ; but do not allow this to happen often, if you expect to have either teacher or employer regard you as a stenographer.

238. Perseverance Necessary. The above plan demands patience, perseverance, and painstaking care, but if it is carefully and persistently followed, practically everything can be read.

239. Synopsis of Rules. In order to aid the student in applying these rules, a brief synopsis is here given which may be memorized and easily followed.

- | | |
|----------------------------|------------------------|
| 1. Sound. | 6. Possible mistake. |
| 2. Look ahead. | 7. Hints as to vowels. |
| 3. Read context and sound. | 8. Position. |
| 4. Word sign. | 9. Synonym. |
| 5. Phrase. | 10. Ask dictator. |

240. The Value of Word Signs. The student should not fail to place a proper value on word signs. Those which are given in the long tables which follow have been chosen either because they represent words of frequent usage or because an awkward or conflicting outline is thus avoided.

To appreciate the value of these word signs, it will be found profitable to take a selection from almost any book, magazine, or paper which is not too technical and place in one column a mark for each word which has not a sign, and in another a mark for each sign word. A count of the two will probably reveal a great argument on the value of learning them.

Having observed the value of these signs, determine that they must be mastered, one and all, at any hazard. By the use of a piece of heavy paper to cover first the word signs and then the sign words while the word or sign is recalled, an excellent mental drill may be used to good advantage. A thorough written drill is also needed. These signs should be reviewed every week, until they all are perfectly familiar. Unless a sign is as familiar as one's name, it is a hindrance, as it causes hesitation. One cannot afford not to know them at all ; one cannot afford to know them vaguely.

AN ALPHABETIC LIST OF ALL SIGNS

A							
a	·	already, awe-d	'	article	↖	belong-ed	↘
able	↘	also	⌒	as	·	better	↘
about	↘	always	⌒	at		between	↘
above	↘	am	⌒	aught	'	beyond	·
accord-ing-ly	↘	America	⌒	B		business	↘
account	↘	among	⌒	bank	↘	but	·
acknowl-edge	↘	an		bankrupt	↘	C	
advantage	↘	and		be	↘	call	↘
after	↘	another	⌒	because	↘	called	↘
again	↘	answer	↘	been	↘	came	↘
against	↘	any	⌒	before	·	can	↘
ago	↘	anybody	↘	behind	↘	cannot	↘
all	·	appear	↘	being	↘	capable-ility	↘
alone	↘	are	↘	belief-ve	↘	care	↘

ALPHABETIC LIST OF SIGNS

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C		D		done	J	every	⌒
cared	⌒	danger	⌒	do not	J	eye	⌒
certain	⌒	dear	⌒	duration	⌒	F	
change-d	⌒	December	⌒	during	⌒	fact	⌒
character	⌒	determine	⌒	E		February	⌒
character-istic	⌒	determin-ation	⌒	each	⌒	firm	⌒
child	⌒	did	⌒	earnest	⌒	first	⌒
come	⌒	did not	J	either	⌒	follow-ed	⌒
commer-cial-ly	⌒	differ-ed-ent-ence	⌒	enclosure	⌒	for	⌒
* common	⌒	difficult-y	⌒	England-ish	⌒	forego	⌒
company	⌒	disadvan-tage	⌒	enough	⌒	forget-got	⌒
Connecticut	⌒	District of Columbia	⌒	establish-ed-ment	⌒	forgive	⌒
could *	⌒	do	⌒	ever	⌒	from	⌒
credit	⌒	dollar	⌒	et cetera	⌒	full-y	⌒

further		had not		how		influence	
G		half		however		influenced	
gave		hand		hundred		influential-ly	
general-ly		has		I		information	
gentleman		have		if		instead	
gentlemen		he		immediate-ly		intelligence	
get		held		important- ce		intelligent	
give-n.		hence		impossible- ility improve-ed- ment		intelligible	
gone		heretofore		in.		intend	
good		him		indebted		interest	
got		his		indeed		into	
great		hold		independ- ent-ce		Iowa	
H		holy		indiscrimin- ate		irregular-ly ity	
had		hope		indispens- able		is	

ALPHABETIC LIST OF SIGNS

171

it		let	⌒	many	⌒	month	⌒
its	l	letter	⌒	Massachu- setts	⌒	more	⌒
J		likewise	⌒	material	⌒	most	⌒
January	⌒	little	⌒	matter	⌒	Mr.	⌒
just	⌒	long	⌒	may	⌒	Mrs.	⌒
K		Lord	⌒	me	⌒	much	⌒
keep	⌒	M		men	⌒	must	⌒
Kentucky	⌒	machinery	⌒	merchan- dise	⌒	my	⌒
kingdom	⌒	made	⌒	method	⌒	N	
know	⌒	magazine	⌒	might	⌒	nature	⌒
knowledge	⌒	make	⌒	mind	⌒	near	⌒
L		man	⌒	Misses	⌒	necessary	⌒
large	⌒	manufac- ture-d	⌒	mistake	⌒	necessity	⌒
learn	⌒	manuscript	⌒	mistaken	⌒	neither	⌒

never	~	November	~	or	1	perhaps	/
neverthe- less	~	number	~	other	~	person	/
New Jersey	~	O	~	ought	~	phonography phonogra- pher	/
New York	~	object	~	out	~	phonograph- ic	/
New York City	~	objection	~	over	~	pleasure	/
next	~	of	~	owe-d	~	possession	/
no	~	often	~	own	~	post-office	/
nobody	~	oh	~	P	~	practicable- ility	/
none	~	Ohio	~	particular- ly part	~	practice-ical	/
nor	~	on	~	peculiar-ly- ity	~	principal-ly	/
North Carolina	~	one	~	Pennsylva- nia	~	principle	/
not	~	only	~	passenger	~	probable-y- ility	/
nothing	~	opinion	~	people-d	~	public	/
notwith- standing	~	opportun- ity	~	per cent	~	purpose	/

ALPHABETIC LIST OF SIGNS

173

Q		remember- ed		seem		South Carolina	
quality ^v		render		seemed		spirit	
quite		report		seen		subject	
R		represent- ed		seldom		subjected	
railroad		representa- tion		several		subjection	
railway		represent- ative		shall-t		such	
rapid		respect- fully		should		suggest	
rather		return		similar-ly		sum	
read		Rhode Island		six		sure-ly	
real-ly		S		so		surprise ^x	
refer ^x		said		some		T	
regular-ly- ity		satisfaction		somebody		take	
relation		satisfactory		sometime ^x		tell	
remark-ed- ably ^x		satisfy-ied		somewhat ^x		ten	

174 FINAL APPENDAGES, HALVING, PHRASING

territory	└	thought	(	two	、	W	
than	(	thousand	(	U		was	)
thank-ed	(	three	)	under	、	way	)
that	(	till	└	United States	、	we	c
the	•	time		unless	、	well	└
their	)	to	、	until	└	went	、
them	(	together	—	up	、	were	c
then	(	told	└	upon	、	West Virginia	)
there	)	too	、	use (n)	)	what	、
thing	、	toward	└	use (v)	)	whatever	└
think	(	truth	└	usual-ly	)	whatsoever	└
this	(	turn	└	v		when	、
those	(	twelve	└	very	、	whensoever	、
though	(	twenty	└	Virginia	、	where	└

whereso- ever		with	c	word		yesterday	
whether		within	(	work		yet	
which	/	without	(	world		you	
whichever	/	woman		would		young	
who		women		Y		your	
whosoever		won		ye		yours	
will							

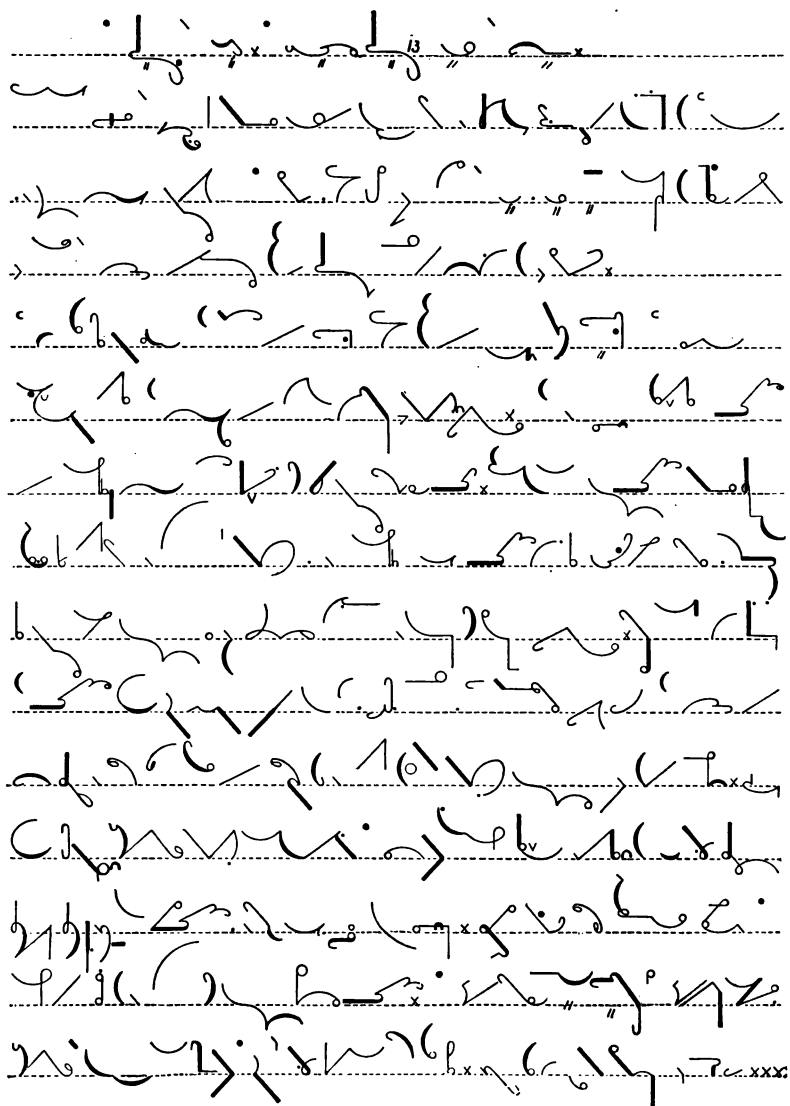
See page 216 for additional signs.

STANDARD SELECTIONS IN SHORTHAND

241. Standard Selections for Reading. The ten pages of choice selections which follow were chosen from national sources and should commend themselves as appropriate selections. They should prove not only useful but instructive and inspiring.

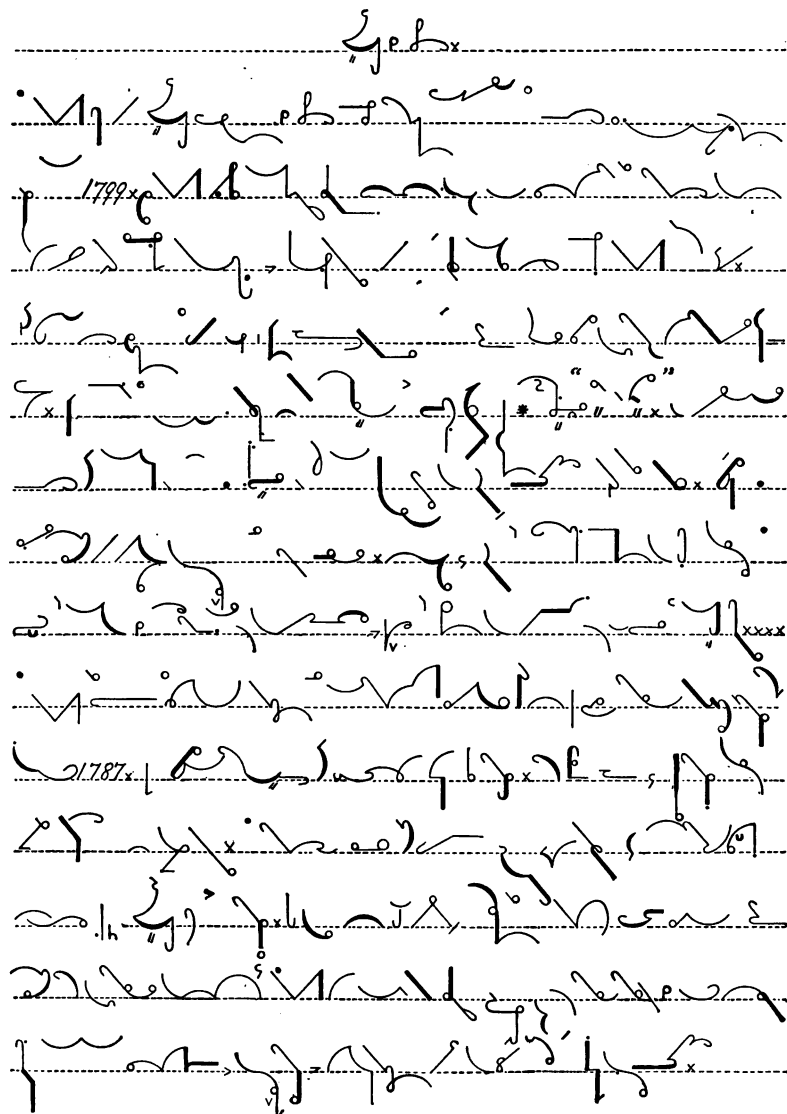
The instructions for reading shorthand, and particularly the hints for reading the difficult words, should be most faithfully followed when reading these selections. To read every word with no aid but these hints and perseverance would be a long step in the right direction. The successful student will have many a battle alone with words which are difficult to read ; learn the secret of victory in this work.

These selections may also be used with profit as writing exercises. They may be practiced repeatedly and carefully, and then might be attempted from rapid dictation.

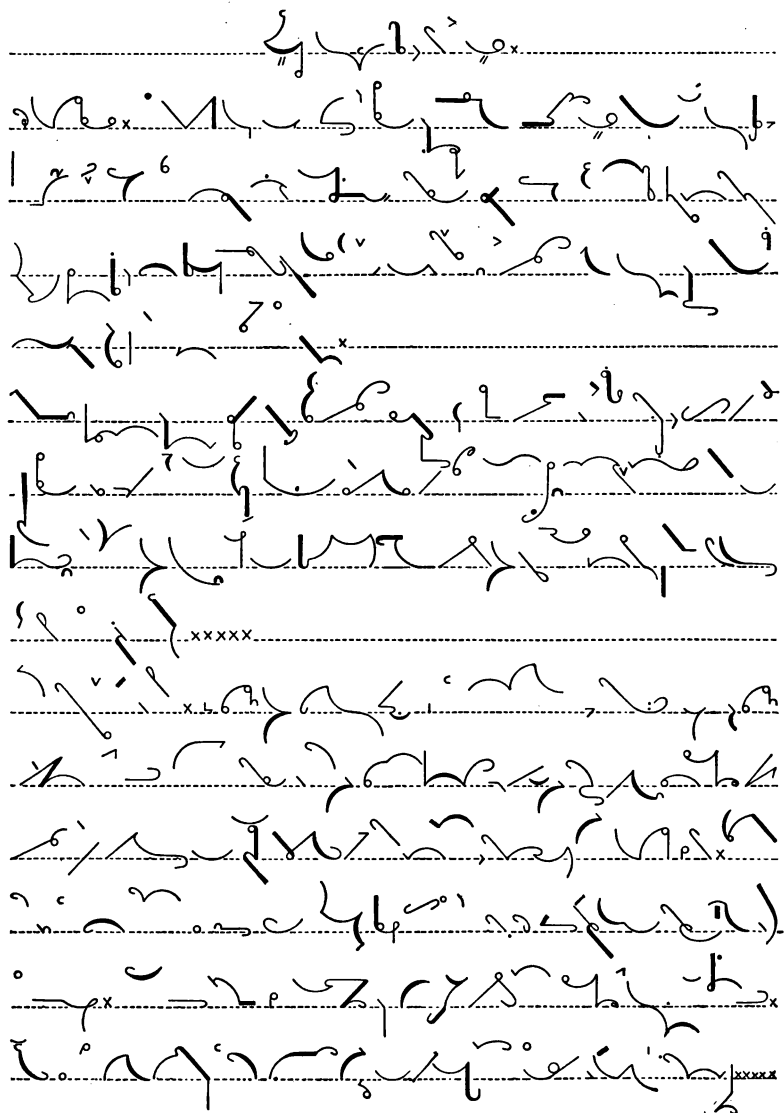


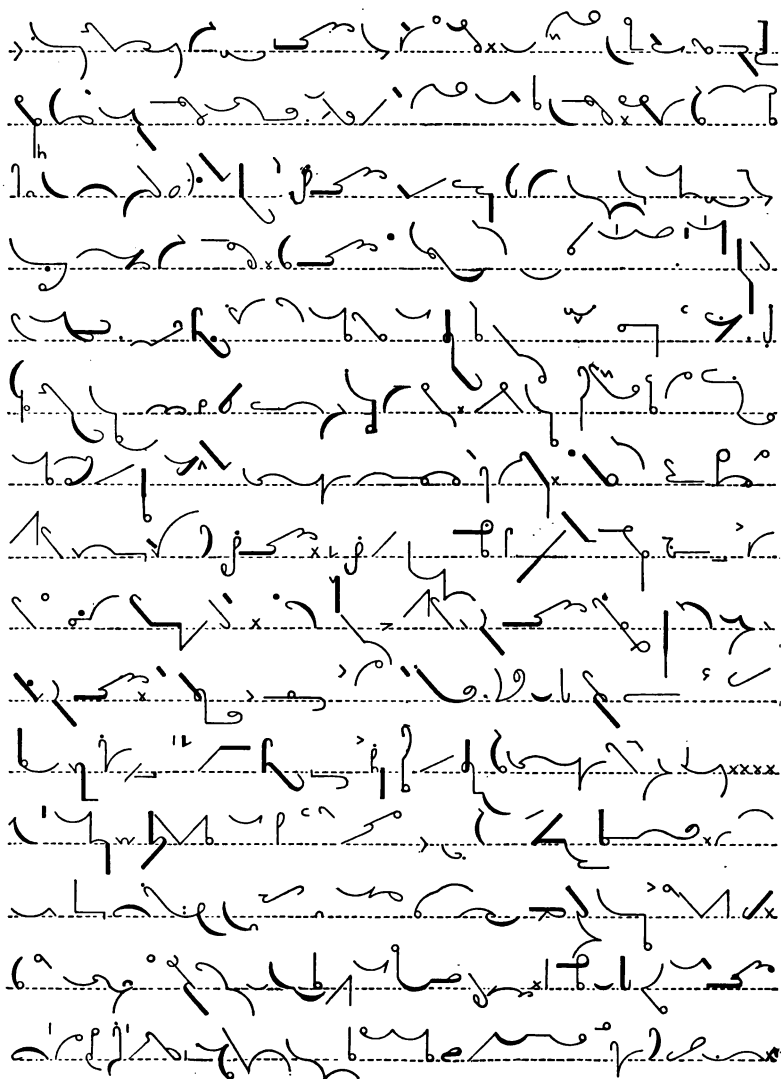
1. The first section of shorthand consists of ten lines of cursive script. The first line begins with a large capital 'S' followed by 't' and 'e'. The second line begins with 't' and 'e'. The third line begins with 't' and 'e'. The fourth line begins with 't' and 'e'. The fifth line begins with 't' and 'e'. The sixth line begins with 't' and 'e'. The seventh line begins with 't' and 'e'. The eighth line begins with 't' and 'e'. The ninth line begins with 't' and 'e'. The tenth line begins with 't' and 'e'.

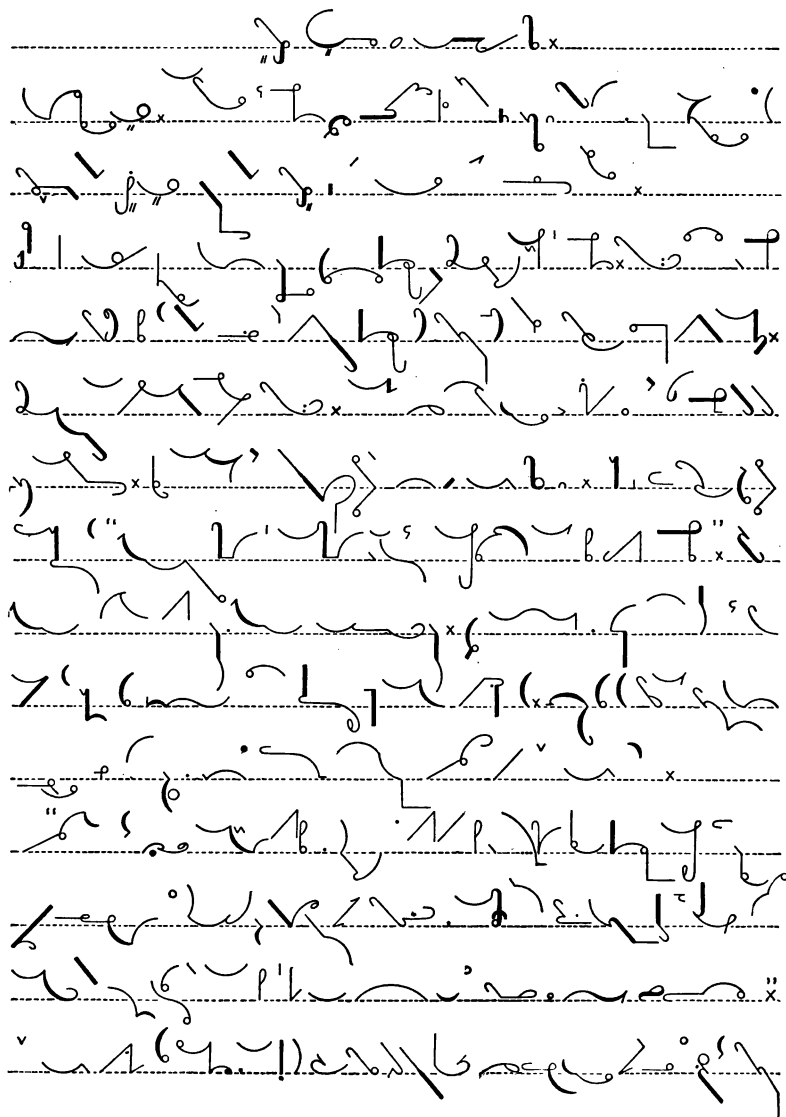
2. The second section of shorthand consists of six lines of cursive script. The first line begins with a large capital 'S' followed by 't' and 'e'. The second line begins with 't' and 'e'. The third line begins with 't' and 'e'. The fourth line begins with 't' and 'e'. The fifth line begins with 't' and 'e'. The sixth line begins with 't' and 'e'.

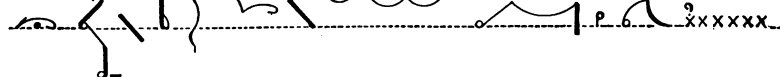
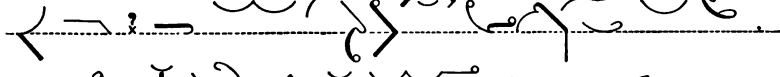
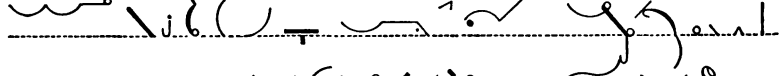
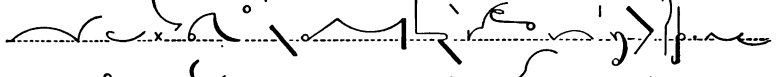
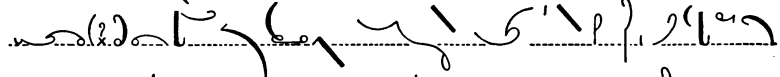
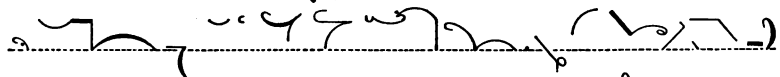
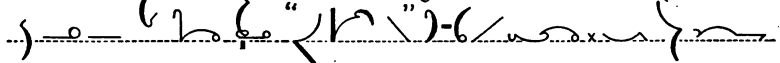
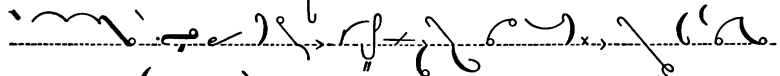
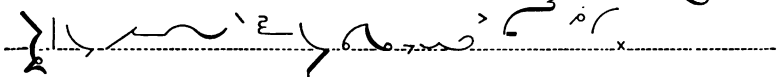
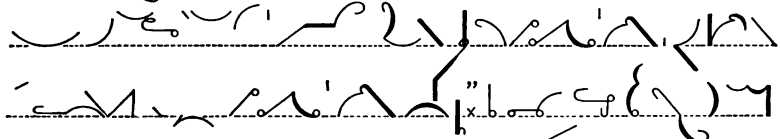
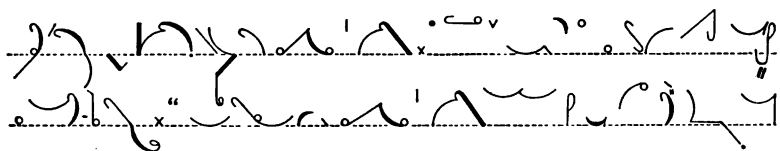
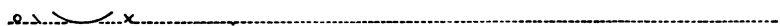
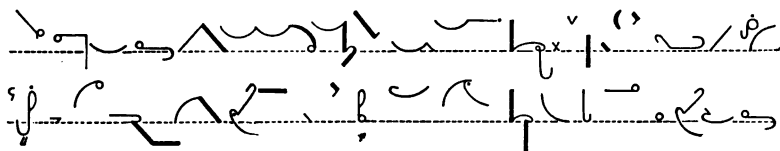


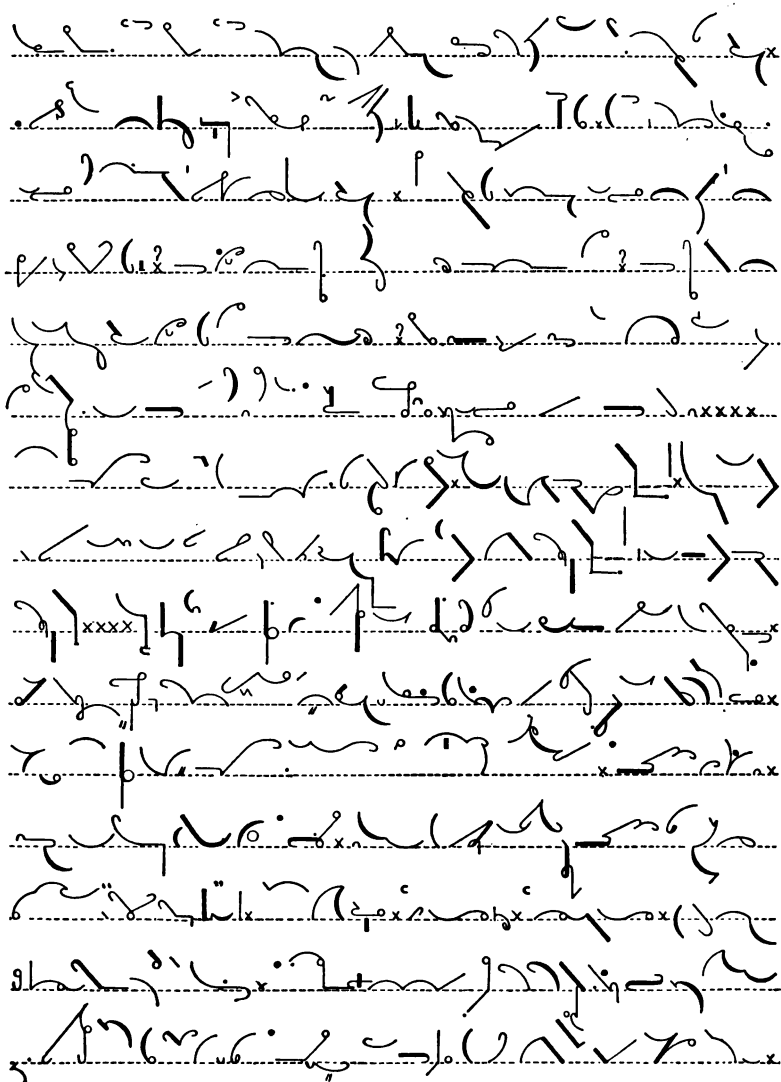
* For this and other foreign sounds, see page 231.

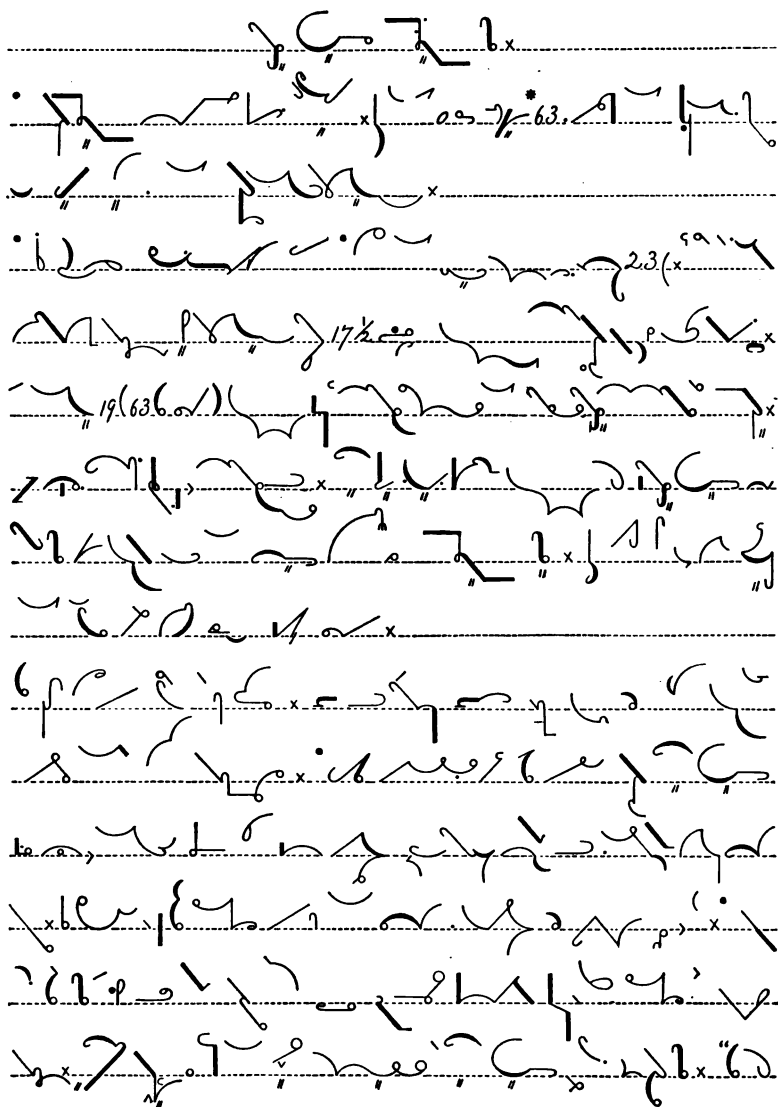




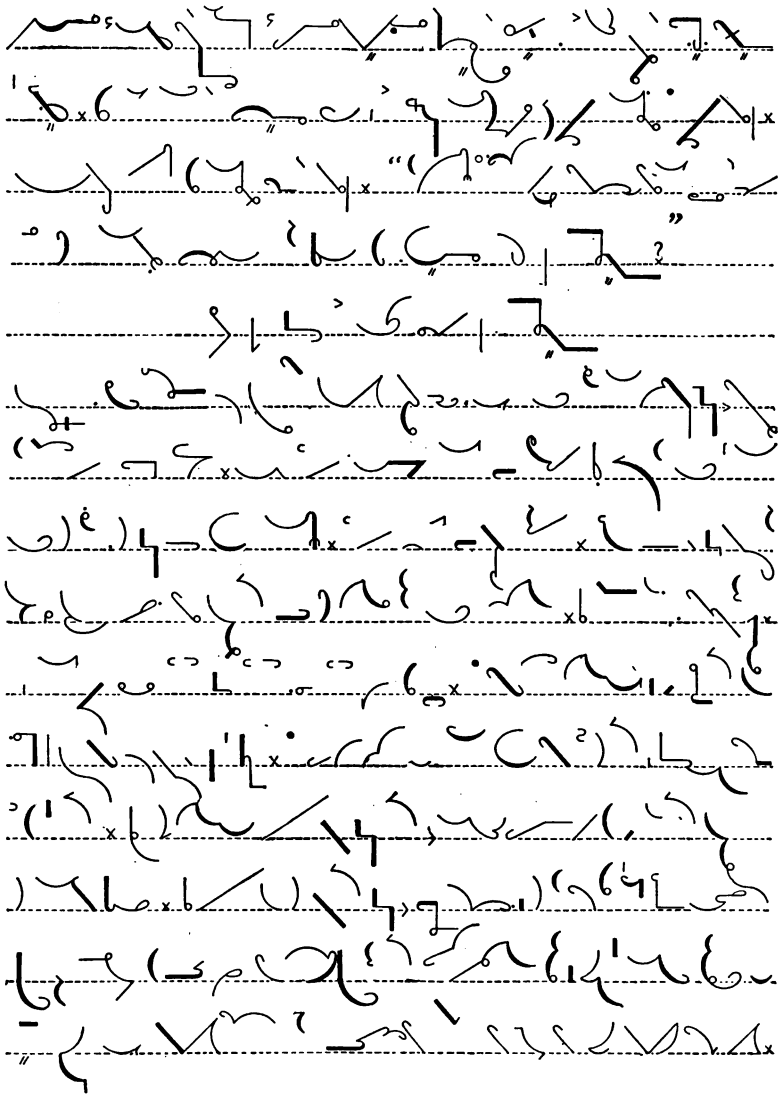








* See page 214, paragraph *g*.



PART VI

REPORTING ABBREVIATIONS AND OPTIONAL EXPEDIENTS

242. Content of the Reporting Style. The reporting style consists of (1) additional prefixes and affixes, (2) omission of unimportant parts, (3) brief phrasing, (4) distinguishing like words, and (5) a treatment of figures.

These principles may require most determined efforts on the part of the student on account of their arbitrary character.

PREFIXES AND AFFIXES

243. Joined Prefixes. *Self* (*s*-circle joined).

selfish	self-esteem	self-centered	self-reproach
			

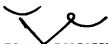
Inter, intro, enter (half-length *n* joined).

interrupt	introduce	enterprisingly	entertainment
			

Anti, ante (half-length *n* joined).

antiseptic	antediluvian	anticyclone	antecedent
			

244. Omitted Prefixes. *Con, com* (dot omitted; expressed by proximity to preceding word, if necessary).

in comparison	in consideration	condition	consult
			

Contro, contri, contra (prefix sign omitted).

controversy	contribution	contradistinction	controversial
			

Circum (prefix sign omitted).

circumstances	circumstanced	circumflexion	circumvention
			

Ex (*k* omitted before triple consonants).

explicit	extravagant	explore	expression	expletive
				

245. Joined Affixes. *Blc, bly, bility* (final *b*).

sensibly	attainable	responsibility	fashionably
			

Tive (*v*-hook).

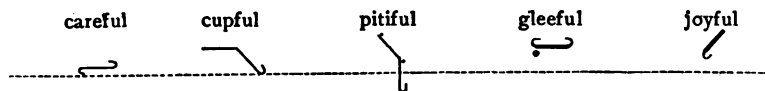
respective	legislative	objective	corrective
			

Ful (stroke *f*).

peaceful	teaspoonful	handful	wonderful
			

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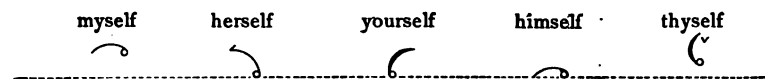
Ful (hook *f*).



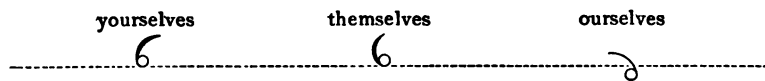
Cient, ciently, ciency (final *sh*).



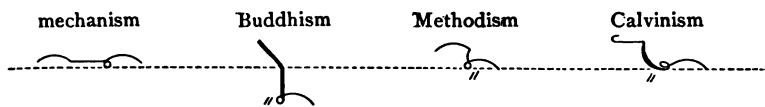
Self (*s*-circle joined).



Selves (double *s* joined).



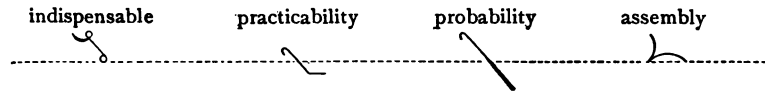
Ism (*s*-circle and *m*).



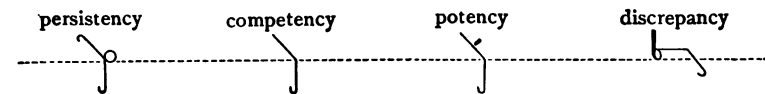
Est (*st*-loop after half-length strokes).



246. Omitted Affixes. *Ble, bly, bility* (*b* omitted).



Cy (stroke *s* omitted after *n*-hook).



Tial, tially, tiation (omitted after *n*-hook).

prudential substantial inferentially consubstantiation

Serve, served, servation, servient, servience, serviency (*v*-hook and rest of word omitted).

reserve observation subserviency preserved

Scribe, scribed (*b* omitted).

proscribe subscribed inscribe superscribed

Ing (*dot* omitted).

chastising opposing rejoining submitting

247. Omitted Medial Sounds. *Struction* (*k* omitted).

instruction destruction misconstruction

Traction (*k* omitted).

extraction subtraction distraction protraction

Structive (*k* omitted).

obstructive destructive constructive instructive

Scriptio (*p* omitted).

prescription proscription subscription superscription

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Scriptive (p omitted).

inscriptive

proscriptive

descriptive

Faction, fication (k omitted).

justification

putrification

purification

ratification

Ments (n-hook omitted).

ornaments

judgments

monuments

lodgments

Mental, mentally (n-hook omitted).

ornamental

regimental

monumentally

elemental

Mentary (n-hook omitted).

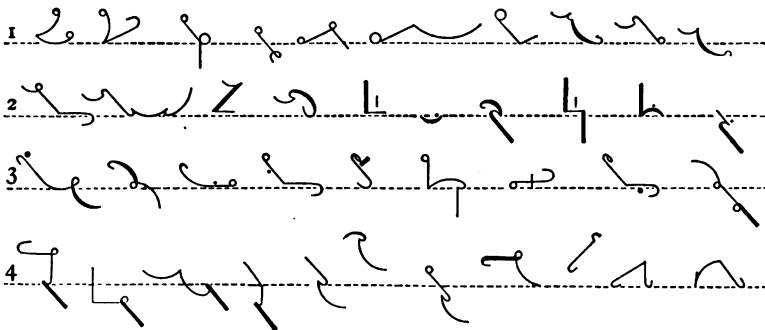
rudimentary

documentary

elementary

segmentary

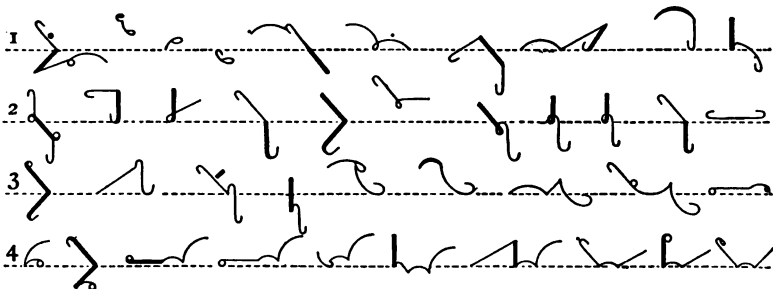
EXERCISE CIX



EXERCISE CX

- | | | | |
|--------------------|-------------------|----------------------|-----------------|
| 1. self-evident | 11. international | 21. confusion | 31. accountable |
| 2. self-assertive | 12. interloper | 22. controversialist | 32. serviceably |
| 3. self-luminous | 13. interaction | 23. circumspectly | 33. needful |
| 4. self-made | 14. introspective | 24. explicable | 34. disdainful |
| 5. self-restrained | 15. comprehend | 25. extravagance | 35. baneful |
| 6. self-same | 16. consular | 26. experiment | 36. manful |
| 7. self-satisfied | 17. concentrate | 27. exclusion | 37. doleful |
| 8. entertain | 18. considerable | 28. sensibility | 38. heedful |
| 9. interfere | 19. commingle | 29. reprehensible | 39. dreadful |
| 10. intercede | 20. concert | 30. fashionable | 40. hopeful |

EXERCISE CXI



EXERCISE CXII

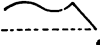
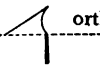
- | | | | |
|------------------|--------------------|--------------------|------------------|
| 1. softest | 11. substantiation | 21. demonstrative | 31. segments |
| 2. mightiest | 12. prudentially | 22. retractive | 32. supplemental |
| 3. broadest | 13. preservation | 23. subtraction | 33. instrumental |
| 4. tightest | 14. subjection | 24. distraction | 34. experimental |
| 5. impossibility | 15. subscribed | 25. sanctification | 35. sedimental |
| 6. assemble | 16. constriction | 26. petrification | 36. elementary |
| 7. expediency | 17. restrictive | 27. vilification | 37. promontory |
| 8. regency | 18. receptive | 28. mollification | 38. fragmentary |
| 9. exorbitancy | 19. abstractive | 29. habiliments | 39. fragments |
| 10. reverential | 20. representative | 30. raiments | 40. instruments |

OMISSION OF UNIMPORTANT PARTS

248. Contracted Outlines. There are many words in which the difficult or unimportant parts are omitted.

249. Simple Stroke Contractions.

 baptize-d-ist-ism	 assemble-y-ed
 cabinet	 bishop
 change-d	 chapter
 dignity-fy-ied	 catholic-ism-ity
 electric-al-ly-ity	 reform-ed
 auspicious-ly-ness	 archbishop
 especial-ly	 architect-ure-al-ly
 essential-ly	 bankruptcy
 public-ly-ity-sh-ed	 barbaric-ian
 popular-ly-ity	 benevolent-ly-ce
 legislate-d-ure	 benignant-ity
 magnanimous-ly-ity	 decapitate-d-tion
 familiar-ly-ity	 efficacious-ly-ness
 anguish	 navigate-d-or-ion

 omnipotent-ly-ce	 perpendicular-ly-ity
 omnipresent-ly-ce	 repugnant-ly-ce
 omniscient-ly-ce	 republic
 orthodox-y-ly	 languish
 perform-ed-ance	 democrat-ic-al-ly-cy

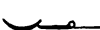
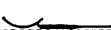
250. Contractions with Circles or Loops.

 aristocrat-ic-al-ly-cy	 extinct-ion
 designate-ed-tion	 facetious-ly-ness
 episcopal-ly-ian	 instinct-ive-ly
 example	 irresponsible-y-ity
 executor	 conspicuous-ly-ness
 executrix	 celestial
 expect-ed-ation	 distinct-ly-ness
 resemble-d-ance	 despicable-ly-ness
 sanctify	 dyspepsia-tic
 extemporaneous-ly	 eccentric-ity

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 exchange-d	 barbarous-ly-ism
 fastidious-ly-ness	 magnetism
 distinguish-ed	 howsoever

251. Contractions with Hooks.

 congregate-d	 tranquil-ly-ity
 aggregate-d	 approximate-ly-tion
 challenge-d	 director
 collect-ed	 directory
 correct-ed-ly-ness	 develop-ed-ment-al
 criminal-ly-ity-ate-d	 agriculture-al-ly
 delinquent-ly-cy	 Anglo-Saxon
 liberal-ly-ity	 archangel
 parliament-ary	 deform-ed-ity
 mortgage-d	 neglect-ed
 malignant-ly-cy	 microscope-ic-al-ly

proper-ly-ty	perspicuous-ly-ity
preliminary	privilege-d
prerogative	prospect-ed-ive
universal-ly	productive
university	production
relinquish-ed	reformation
jurisprudence	legislation
publisher	irrevocable-y
plenipotentiary	jurisdiction
replenish-ed	constitutionality
emergency	discrepant-cy
economy-ic-al-ly	discriminate-d-ly-tion
contingent-cy	irrespective-ly
discover-ed-y	worship-ed
regenerative	publication
regeneration	vice president

252. Contractions with Half-Length Strokes.

 Almighty	 perpetual-ly-ated-tion
 individual-ly-ity	 magnet-ic-al-ly
 astonish-ed-ment	 nondescript
 antagonize-d-ist-ism	 misfortune
 indignant-ly-ity-tion	 scoundrel-ly
 emphatic-al-ly	 diplomat-ic-al-ly
 hospital-able-y-ity	 dilapidate-d-tion
 intellect-ual-ly	 advancement
 arithmetical-ly	 infinite-ly-ity
 intimidate-d-tion	 infinitesimal-ly

253. Memorizing Reporting Contractions. As nearly every contraction in the preceding four lists represents a word which is both long and difficult, the value of memorizing each will surely be evident to the student. But this work cannot be done in a short time. It must be taken up again and again, until each outline is a part of the student's shorthand vocabulary. These contractions, nearly one hundred and fifty in number, represent over three hundred words. The use of a contraction for a primitive word and its principal derivatives will be found perfectly safe.

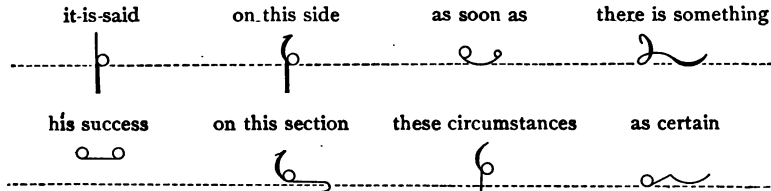
BRIEF PHRASING PRINCIPLES

254. Principles of Regular and Irregular Phrases. All that has been said in regard to phrasing is applicable to the briefest and most rapid writing. It would be well to read those remarks again.

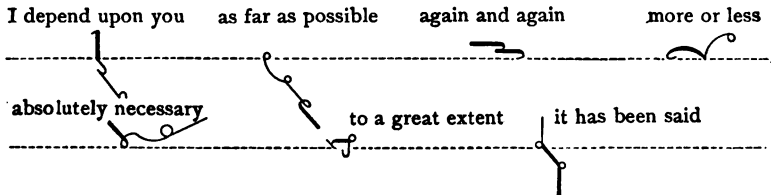
For the sake of aiding the student in mastering this subject, phrases are divided into two classes, regular and irregular.

A **regular phrase** is one which follows some definite, consistent, and easily comprehended rule of usage. An **irregular phrase** is one in which advantage is taken of the fact that a group of words may be expressed in some unique way, even if there is no definite underlying basis for the method of expression.

255. Regular Phrases. (1) *Adjacent Circles.* When a word which ends with a circle precedes a word which begins with a circle, the two circles may be written together.

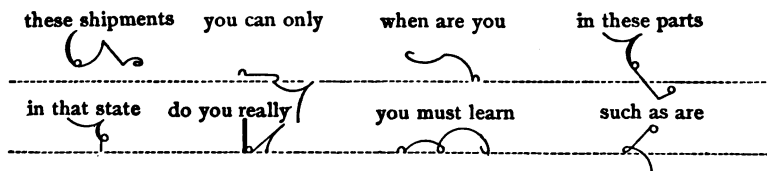


(2) *Unimportant and Difficult Parts omitted.* In phrases, as in words, unimportant and difficult parts may sometimes be omitted without seriously interfering with legibility.



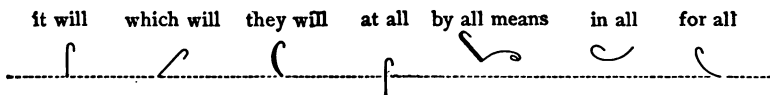
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(3) *Restored Forms.* In phrasing it is permissible that a word be written in other than its regular form, in order that it may make a part of a good phrase.

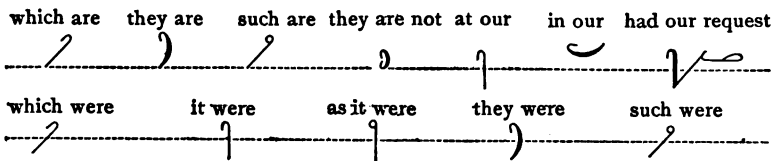


(4) *Abbreviations given Word Values.* Each of the principles introduced as time savers in the corresponding style may be used to great advantage in the reporting style by giving definite word values to each. These are *l*, *r*, *n*, *v*, *w*, backward *n*, *shun*, and *sē-shun*-hooks, *s*-circle, *st*-loop, halving and lengthening principles.

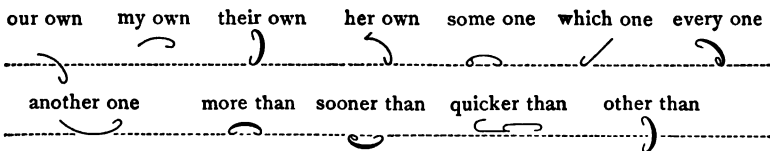
a. The **l-hook** expresses *will* and *all*.



b. The **r-hook** expresses *are*, *our*, and, in the third position, *were*.



c. The **n-hook** expresses *own*, *one*, and, after *other*, *rather*, and adjectives or adverbs of the comparative degree, *than*.



d. The **v-hook** expresses *of, have, and to have*.

out of	each of	such of	advantage of	side of	come of
					
which have	said to have	hope to have	such have		
					

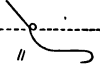
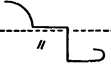
e. The **w-hook** expresses *we* and *with*.

we will	we must	we request	we may	we know
				
with him	with my request	with whom you are	with me	
				

f. The **backward n-hook** expresses *in*.

in some	in some cases	in some respects	in some instances
			

g. The **shun-hook** expresses *ocean*.

Pacific Ocean	Indian Ocean	Atlantic Ocean	Arctic Ocean
			

h. The **se-shun-hook** expresses *session*.

this session	winter session	spring session	entire session
			

i. The **s-circle** expresses *is, his, as, has, and us* when final.

and his name	this is it	so as to be	as much as possible
			
give us	send us	let us	have us
			
		take us	
			

j. The st-loop expresses *first*.

at first the first time first-class my first our first

k. The halving principle expresses *it, ought, had, would, and to* :—

It after a word sign or a final straight stroke :

from it do it have it tell it preach it shook it

Ought after word signs placed in the first position :

such ought they ought there ought some ought it ought

Would after word signs placed in the third position :

such would they would there would some would it would

Had after word signs placed in the third position :

such had they had there had some had it had

To after any stroke or sign :

in regard to in order to liable to able to

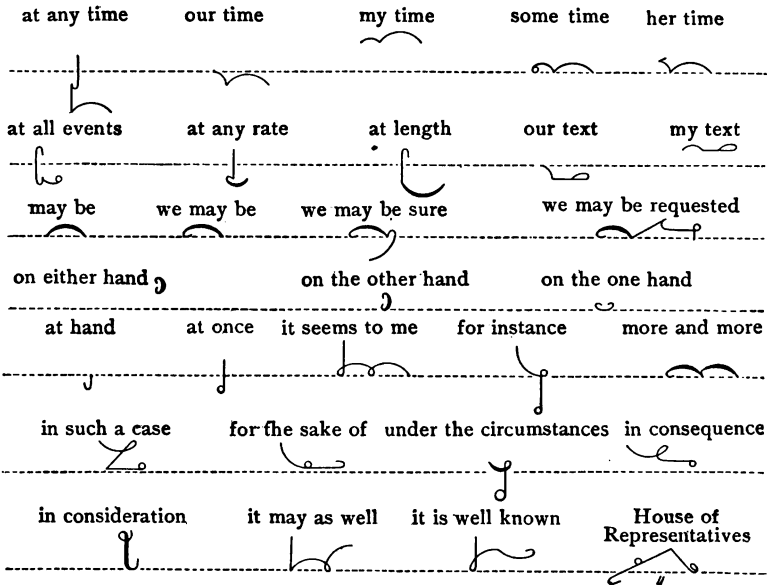
l. The lengthening principle expresses *there* or *their*, *they are*, *other*, and triple length adds any of these word values after the lengthening principle.

if there for their think there wish their through there

so they are when they are however they are some other no other

winter there render their enter their services murder their reputations

256. Irregular Phrases. (1) *Arbitrary in Character.* Many of the following phrases and others as unique are helpful and, being purely arbitrary, should be carefully memorized.



The thoughtful student will see that there is no regular underlying principle of omission or variation in these phrases. The combinations are short, suggestive, readable, and for that reason they are permissible. In these phrases no essential sound or *necessary connective word* is omitted.

(2) *Phrasing by Intersection.* A stroke may be written through a preceding outline to express some regular word. This principle is of great value in writing titles of organizations. When the last consonant of the preceding outline will not permit the striking through of the stroke, it may be written beside it.

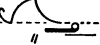
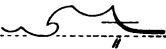
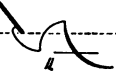
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a. Stroke k expresses *company*.

Adams Express Co. Pennsylvania R.R. Co. Union News Co. Standard Oil Co.

Philadelphia Gas Co. International Navigation Co. Buffalo Elevator Co.

b. Stroke p expresses *party*.

Labor Party Radical Party Liberal Party Federal Party Republican Party

c. Stroke t expresses *committee*.

Finance Committee Relief Committee Senate Committee Naval Committee

d. Stroke d expresses *department*.

War Department Treasury Department Purchasing Department State Department

e. Stroke s expresses *society*.

Temperance Society Medical Society Singing Society Benevolent Society

f. Stroke sh expresses *association*.

Christian Association Park Association Mutual Aid Association Savings Association

EXERCISE ON REPORTING PHRASES

257. The student should seek for and attempt to impress on the mind the principle of abbreviation represented in each phrase.

as has	again (and) again	mos(t) important
as has been	better (and) better	mos(t) reasonable
as has been done	ladies (and) gentlemen	mos(t) sure(ly)
as has never	longer (and) longer	mus(t) also
as is known	lower (and) lower	mus(t) always
as is now	more (and) more	jus(t) enough
as soon as	over (and) over	jus(t) now
as soon as it may	right (and) wrong	
as soon as possible	such (and) such	it will
has several	more (or) less	it will also
has somehow	right (or) wrong	it will always
has supposed	two (or) three	it will be
is as	at (the) present day	it will bring
is as general	for (the) benefit	it will be seen
is as important	for (the) mos(t) part	it will be said
is safe	for (the) present	they will
is seen	in (the) world	they will decide
is several	under (the) necessity	they will do
is somehow	it might as (w)ell	they will remember
is something	as (w)ell as	they will think
in his senses	as (w)ell as you may	which will
in his subject	it is (w)ell enough	which will be
in this city	it is (w)ell known	which will be sent
it is said	it may as (w)ell	which will be such
it is something	has bee(n) able	which will become
it is seen	has bee(n) there	which will bring
it is such	upo(n) their	which will embrace
there is some	upo(n) themselves	which will never
there is some reason	upo(n) those who	by all
there is something	las(t) December	by all means
this century	las(t) Monday	by all measures
this is done	las(t) month	by all persons
this is your	mos(t) beautiful	by all such

204 REPORTING ABBREVIATIONS AND EXPEDIENTS

for all places	every one does	number of names
for all this	every one knows	number of packages
if all this	every one says	number of pages
if all this is	every one shall be	number of papers
if all those	if every one does	
if all your	if every one knows	hope (to) have
in all places	if every one says	hope (to) have a
in all such cases	send another one	hope (to) have his
in all they	some one	hope (to) have enough
in all we have	some one's	hope (to) have infor-
	some one asked	mation
they are	some one was	said (to) have
they are also	some one was there	said (to) have infor-
they are always	your own	mation
they are certain	your own decision	said (to) have now
they are no more	your own judgment	said (to) have been
they are now	your own knowledge	said (to) have known
they are right	your own name	
which are	your own opinion	in seeming
which are also	your own position	in seizing
which are made	their own	in selfish
which are meant	their own fault	in selling
which are ready	their own position	in sermons
by our		in sleep
by our leave	which have	in small
by our many	which have become	in small numbers
by our mistake	which have been	in some
by our permission	which have done	in some cases
in our answer	which have no	in some instances
in our case	which have not	in some measure
in our haste	which have now	in some one
in our hurry	which have taken	in some other
in our sight	each of	in some other respects
in our way	each of us	in some other way
which were received	each of his own	in some you will find
which were right	each of them	in something else
which were to be	each of which	in some you are
which were wrong	each of your	in some you may
which were ready	number of us	in some you will be

had it made	which would be	when they are done
had it received	which would be necessary	when they are seen
if it	which would be required	why they are ready
if it be	which would be received	why they are received
if it did		one other
if it does	had had	one other advantage
if it had	had had reason	one other person
by which it is	had had some	one other position
by which it is not	had had something	several other
by which it may not	had had trouble	in several others
by which it may be	have had	some other
by which it mus(t) be	have had none	some other man
by which it was	have had several	some other person
for which it is not	there had	some other reason
in which it is	there had been	some other rights
in which it has been	there had never	enter their names
	there had no doubt	enter their service
able to		I wonder there is not
might not be able to	so there	render their decision
you may be able to	so there can be	tender their thanks
I may be able to	so there is not	whether there will be
you should be able to	so there must	
we are able to	so there will	Democratic Party
when I am able to	still there	Phonetic Society
you are able to	still there is	Cotton Company
	still there never	Beneficial Association
it would	when there	National Party
it would leave	when there is	Finance Committee
it would make	when there is not	Railway Department
it would receive	when there never	Republican Party
it would be received	when there shall be	
such would be	whenever there	there are many
such would require	whenever there is	there are some
such would never	whenever there has been	are you going
such would now	I know they are just	are you willing
there would	I know they are not	are you sure
there would be	I think they are sent	better times
there would never	if they are seen	he has no time
which would	so they are right	at any time

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each ought to be	he was on time	all is
there ought to be	she can only	with his
it ought to be	there can only	what is
some one ought to be	you may learn	were his
this one ought to be	we may learn	as they
that one ought to be	she may learn	as large
which ought to be	we must learn	as large as
such ought to be	she must learn	as far as
	did you really	as good as
Indian Ocean	do you rely	has not been
Arctic Ocean	such as are there	has never been
Atlantic Ocean	such as are willing	has long been
Pacific Ocean	in this state	let us
Antarctic Ocean	in your state	received us
	in those states	behind us
winter session	in this part	among us
summer session	in those parts	addresses us
extra session	this shipment	chooses us
las(t) session	those shipments	first day
this session	very much	at first
nex(t) session	so much	her first
these sessions	was much	their first
our sessions	from much	your first

DISTINGUISHING LIKE WORDS

258. Distinguishing by Position, Outline, and Vowels. There are three methods of distinguishing words that have the same outline: (1) by writing in position, (2) by varying the outlines, (3) by inserting vowels.

It will require most faithful application on the part of the student to memorize the lists which follow, but it is believed that the troubles which will thus be averted will justify the labor.

Of course the student will need to revert to these lists again and again, and they should be written each time they are the subject of study, for the eye can be of very great assistance to the memory in this work.

WRITING IN POSITION

 copy keep	 preach approach	 repetition
 effect affect	 immoral moral	 reputation permission promotion
 interior anterior	 daughter debtor	 traction
 theistic atheistic opposite	 immovable movable inviolable unavailable	 attraction migration emigration
 apposite	 immemorial memorial	 eliminate illuminate
 feeling falling	 defeat devote	 diminish admonish
 device advice science essence	 irritation rotation	 desolation dissolution obstruction
 solitary salutary	 division devotion	 abstraction administration demonstration
 ghostly ghastly	 region origin	 adopt adapt
 anomalous nameless	 anonymous unanimous	 giant agent
 immaterial material	 notional national	 irritate rotate
 prescribe proscribe	 elimination illumination	 immoderate moderate

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 immature	 violent	 illegitimate
 mature	 valiant	 legitimate
 indicate	 fluent	 immortal
 induct	 affluent	 mortal
 tempt	 obsolete	 extricate
 attempt	 absolute	 extract
 petrify	 defined	 imminent
 putrefy	 definite	 eminent
 predict	 except	 prominent
 protect	 accept	 permanent
 element	 exalt	 unavoidable
 aliment	 exult	 inevitable
 fix	 munition	 exasperation
 focus	 mention	 accession
 affix	 ammunition	 accusation
 peaceable	 voluble	 auditor
 possible	 available	 editor
 passable	 valuable	 doubter
 petition	 operation	 indicted
 competition	 portion	 indebted
 computation	 apportion	 undoubted
 collision	 prohibition	 prompt
 collation	 probation	 permit
 collusion	 approbation	 promote
 volition	 business	 diamond
 violation	 baseness	 demand
 valuation	 absence	 adamant

VARIATION OF OUTLINES

 poor	 pure	 patron	 pattern
 righteous	 riotous	 breath	 birth
 staid	 steady	 train	 turn
 resume	 reassume	 attainable	 tenable
 ingenious	 ingenuous	 person	 parson
 fierce	 furious	 proffer	 prefer
 frame	 form	 prosper	 perspire
 logical	 illogical	 defense	 defiance
 repressible	 irrepressible	 prosecute	 persecute
 reparable	 irreparable	 poetic	 optic
 reconcilable	 irreconcilable	 present	 personate
 Prussia	 Persia	 predict	 predicate
 station	 situation	 support	 separate
 pledge	 apology	 beautify	 beatify

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 eclipse	 collapse	 culminate	 calumniate
 cudgel	 cajole	 legal	 illegal
 grudge	 gorge	 resistible	 irresistible
 rational	 irrational	 debtor	 editor
 extension	 extenuation	 idolatry	 adultery
 repression	 reparation	 gentle	 genteel
 domination	 diminution	 execrate	 excoriate
 condemnation	 dimension	 unscrewed	 unsecured
 damnation	 admonition	 accordance	 credence
 devotion	 deviation	 animal	 anomaly
 broad	 bright	 aspiration	 aspersion
 idleness	 dullness	 garden	 guardian
 devote	 deviate	 granite	 garnet
 funeral	 funereal	 favored	 favorite
 corporal	 corporeal	 aberration	 abrasion

 contrition	 contortion	 learned	 lea ^u rnéd
 patient	 passionate	latitude	 altitude
 resolute	 irresolute	 ruined	 renewed
 forward	 froward	 except	 expiate
 labored	 elaborate	 God	 guide
 abandoned	 abundant	 insult	 insulate
 oppressor	 trader	 daughter	 impassion
 peruser	 traitor	 auditor	 impassionate
 pursuer	 tartar	 auditory	 impatient

INSERTION OF VOWELS

 seat	 rusty	 mission	 fluent
 site	 russet	 emission	 effluent
 city	 roseate	 omission	 affluent

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 satisfy	 suit	 monarch	 monarchy
 axis	 axes	 squeal	 squall
 copy	 occupy	 fuse	 effuse
 squeak	 squawk	 face	 efface
 relevant	 irrelevant	 far	 afar
 fair	 affair	 come	 echo
 lawyer	 liar	 island	 highland
 honesty	 insight	 antithesis	 antitheses
 noxious	 innoxious	 near	 inner
 formula	 formulæ	 idle	 idol
 less	 else	 name	 enemy
 veracity	 voracity	 infectious	 inefficacious
 arm	 army	 migration	 immigration
 right	 aright	 motion	 emotion
 load	 lady	 fusion	 effusion

 nutrition	 innutrition	 sulphate	 sulphite
 nutritious	 innutritious	 endowed	 endued
 principal	 upper	 adapt	 depute
 German	 germane	 position	 apposition
 Germany	 Germania	 prominent	 preëminent

TREATMENT OF FIGURES

259. Shorthand for Small and Large Numbers. *a.* Provision has already been made for writing shorthand for *one* , *two* , *three* , *six* , *ten* , and *twelve* . These characters should always be used when these figures stand alone, as the Arabic numerals may be mistaken for shorthand outlines.

b. Large amounts may be expressed as follows:—

Hundreds, by a horizontal stroke after the figure; thus,

$$\underline{14} = 1400.$$

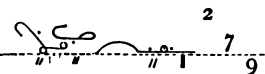
Thousands, by a horizontal stroke below the figure; thus,

$$\underline{\underline{26}} = 26,000.$$

Millions, by a heavy dash in the direction of *b* just after and below the figure; thus,

$$\underline{\underline{\underline{19}}} = 19,000,000.$$

c. Biblical and other book references may be expressed by writing the figure for the *volume* or *book* in the first position; for the *chapter*, in the second position; for the *verse* or *paragraph*, in the third position;

thus,  means volume two, chapter seven,

paragraph nine; and $\overset{2}{\text{---}\underset{11}{\text{---}}\text{---}\overset{6}{\text{---}}\underset{9}{\text{---}}}$ means Second Book of
Chronicles, sixth chapter, ninth verse.

d. Feet and inches may be expressed by writing the number of feet in the second position and the number of inches in the third; thus, $\frac{9}{6}$ means 9 feet 6 inches.

e. Expressions like "seven or eight," "five or six," may be written thus, $\begin{smallmatrix} 7, \\ 8 \end{smallmatrix} \begin{smallmatrix} 5, \\ 6 \end{smallmatrix}$. Expressions like "from seven to eight," "from five to six," may be written thus, 7-8, 5-6.

f. Fractions of a certain sort may be expressed as follows.

$$\begin{array}{cccc} \underline{7} = 7\frac{1}{8} & \underline{7} = 7\frac{3}{8} & \underline{7} = 7\frac{5}{8} & \underline{7} = 7\frac{7}{8} \\ \overline{7} = 7\frac{1}{4}, \text{ or } 7\frac{2}{4} & \overline{7} = 7\frac{1}{2}, \text{ or } 7\frac{2}{4} & \overline{7} = 7\frac{3}{4}, \text{ or } 7\frac{6}{8} & \end{array}$$

g. In writing dates in years belonging to the nineteenth century, the 18 may be omitted ; thus, 76, meaning 1876 ; 99, meaning 1899. This agrees with common usage. Of course the century figures for all other centuries must be written.

OPTIONAL EXPEDIENTS

260. Selections from the Benn Pitman, Isaac Pitman, Graham, Munson, and Osgoodby Systems. It is deemed advisable to incorporate into this work references to the best principles of some of the leading or representative Pitmanic systems, so that teachers who are willing to teach the Benn Pitman system, but who are enthusiastic about some of the principles of another Pitmanic system, may have the privilege of referring to the same.

The Isaac Pitman, Graham, and Munson systems, being strictly standard and well known, were chosen because of their standard qualities; the Osgoodby, although not so well known, is possessed of so many unique but good points that it was selected as a representative of a large class of comparatively new Pitmanic systems.

BENN PITMAN SYSTEM

261. Treatment of Halving and Coalescents. As the author of *American Phonography*, as well as a majority of authors, teachers, and phonographers, differs from Benn Pitman in the method of presentation and use of two principles of phonography (halving and the coalescents), it is deemed but fair to give, as optional expedients, the Benn Pitman method of presenting each.

262. Halving for T and D. Under ordinary circumstances a light stroke is not halved for *d*, nor is a heavy stroke halved for *t*; thus,

paid , *shade* , *jet* , *boat* .

263. Freedom in using Halving. Nevertheless, some freedom is taken in making exceptions to this rule, especially if there is no

conflicting word; thus, *doubt* , *about* , *rapid* , *freedom* ,
predict , *notified* .

264. Coalescents joined. *W* or *y* is expressed by a semicircle joined at the beginning only when a first-place vowel ends the coalescent sound and readily joins when written in its proper direction;

thus, *weed* , *wit* , *walk* , *wash* , *year* .

265. Coalescents disjoined. In other cases the coalescent sign, written in its proper position beside the stroke, may be used; thus,

wake , *woke* , *wedge* , *wood* , *yacht* , *yam* , *Utica* .

266. Use of Strokes W and Y. In some cases the *w*- or *y*-stroke is regarded as more convenient than the disjoined coalescent sign;

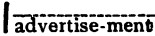
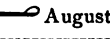
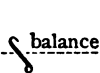
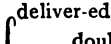
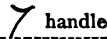
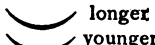
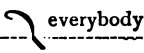
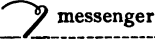
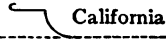
thus, *yellow* , *yoke* , *wave* , *wing* .

267. Additional Principles, Word Signs, and Phrases. The following changes have recently been published as part of this excellent system : —

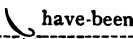
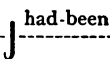
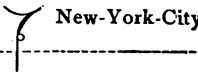
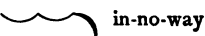
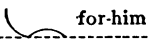
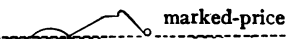
a. Principles. *Ing-us* or *ing-his* may be expressed by writing a disjoined *s*-circle at the end of an outline.

checking-us	charging-us	leaving-his	saving-his
			

b. Word Signs.

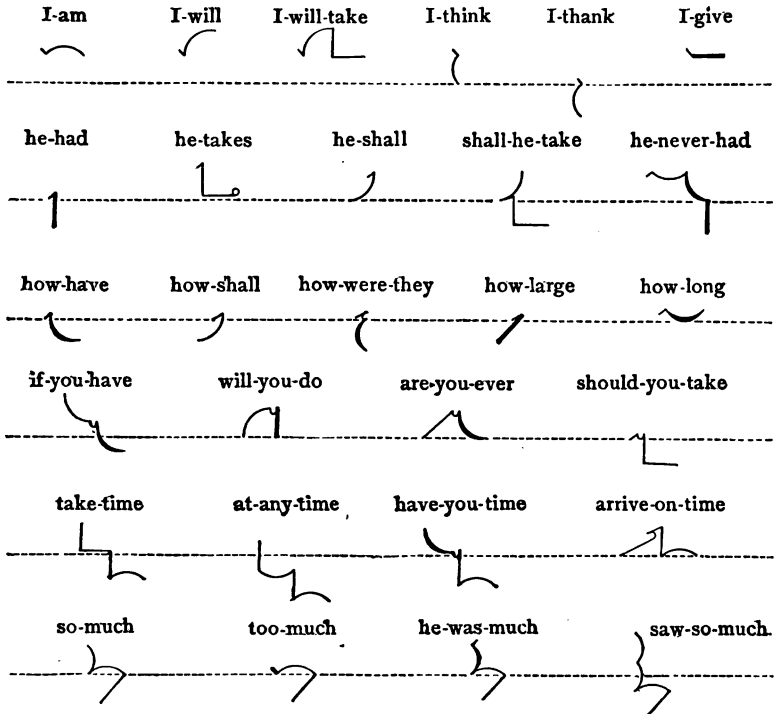
			
			
			
			
			
			
			
			
			

c. Phrases.

The following changes in phrasing must also be noted : —

If better outlines result, *I* may be expressed by its first stroke, *he* by its sign written upward, *how* by its first stroke, and *you* may be inverted at the middle or end of phrases. In phrasing, *time* must be expressed by two strokes, and *much* may be so expressed.



268. Substitute Rules for L- and R-Strokes. The Benn Pitman rules for *l*- and *r*-strokes have been followed in this work, but, like the same rules in most systems, they are the last principles that students learn to use consistently and intelligently.

The following substitute rules are given as an aid to teachers who do not believe in the use of the Benn Pitman rules, and for those students who, after faithful trial, find themselves unable to apply the same:—

(1) When *l* or *r* is followed by a vowel at the beginning or end of a word, use upward *l* or *r*, unless an inconvenient outline results.

(2) When *l* or *r* is preceded by a vowel at the beginning or end of a word, use downward *l* or *r*, unless an inconvenient outline results.

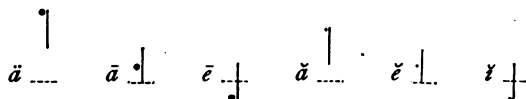
An inconvenient outline results if *l* or *r* is joined to a stroke at an obtuse angle when an acute angle might have been secured by ignoring the rule.

(3) Between strokes use the most convenient form of *l* or *r*, always favoring acute angles.

ISAAC PITMAN SYSTEM

269. Alphabet. Only three consonant strokes differ from the Benn Pitman system; namely, *wuh* , *yuh* , and *huh* , or .

270. Vowels. The Benn Pitman dot-vowel scale is inverted; thus,



Dash vowels correspond to the Benn Pitman scale.

271. Diphthongs. There is a slight change in the representation of diphthongs; thus, *i* , *ow* , *oi* , *wi* .

272. Sw-Circle. *S* preceding *wuh* may be expressed by a large initial circle; thus, *swing* , *switch* , *swear* , *swish* , *switcher* , *sweeter* .

273. L- and R-Hooks. On straight strokes these hooks correspond to the Benn Pitman scheme. On curved strokes the *l*-hook is an enlarged hook; thus, *fl*  or , *vl*  or , *thl*  or , *thl*  or , *shl*  (downward) or  (upward), *ml* , *nl* .

On curved strokes the *r*-hook is a small hook; thus, *fr*  or ,
vr  or , *thr*  or , *thr*  or , *shr* , *zhr* ,
mr , *mpr* , *nr* , *ngr* .

The duplicate forms are provided for use in cases where the normal forms would produce awkward or impossible outlines.

274. Other Double Consonants. As enlarged hooks have been used on curved strokes only, *kw* , *gw* , and *wh*  have enlarged hooks. *Wl*  and *whl*  are written respectively with small and large hooks on the *luh* stroke. *Lr*  and *rr*  may be expressed by shading *luh* and *ur* respectively.

275. The Treatment of Huh. When *huh* is the only consonant in a word, or when it is followed by *kuh* or *guh*, use the stroke which is

written downward; thus, *hay* , *high* , *hack* , *hook* .

When the upward stroke makes a better angle it should be used;

thus, *hang* , *Harry* , *hobby* , *heavy* .

When *huh* occurs before *s*, *z*, *m*, *mp*, *l*, and downward *r*, a tick in the direction of *chuh* may be used; thus, *hazy* , *Hessie* ,
hump , *home* , *hair* .

276. Halving. In words of one syllable, if a final hook or circle follows, or in words of more than one syllable, either *t* or *d* may be expressed by halving; thus, *affront* , *clef* , *taints* ,
rapid , *rabbit* , *inclined* , *tethered* , *cheated* .

277. Coalescents. These are the same as in Benn Pitman, except that the dot-vowel scale is inverted. *Wa* or *wō* may be joined to *k*,

upward *r*, *tr*, *chr*, *shr*; thus, *walk* , *water* , *warn* .

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washer . The dissyllabic diphthongs *ē-ā*, *ē-ī*, and *ē-ū* are expressed by an angular character written in the third place; thus, *idea* , *fealty* , *deity* , *tedium* .

GRAHAM SYSTEM

278. Diphthongs and Triphthongs. These signs differ but slightly from the Benn Pitman.

i  *oi*  *ou*  *u*  *wi*  *woi*  *wow* 

279. Prefix Accom. This prefix is expressed by a heavy dot; thus, *accommodate* , *accomplish* , *accompanied* .

280. Ings Dot. A heavy dot expresses *ings* when the stroke *ing* and *s* are not more convenient; thus, *etchings* , *beings* , *cleansings* .

281. Ing-a, -an, -and. These suffixes are expressed by a light tick at the end of an outline, in the direction of *tuh* or *kuh*; thus, *seeking-a* , *showing-an* , *fooling-and* , *giving-a* , *sending-a* .

282. Ler- and Rel-Hooks. This principle belongs strictly to the reporting style. The sound of *l* is added to the *r*-hook, and the sound of *r* to the *l*-hook, by enlarging the hook; thus, *April* , *drill* , *addler* , *blare* , *scholar* , *secular* .

It will be observed that the added *l* or *r* is read after all vowels or strokes ; in other words, last.

283. V-Hook on Curves. This principle belongs to the reporting style. On curved strokes the hook for *f* and *v*, or any word value that it may represent, may be expressed by making the hook, for distinction, longer than the *n*-hook would be ; thus, *thief* , *infection* , *they have been* , *thankful* , *think of* .

284. Shon- and Tive-Hooks. *Shon* may be expressed by a large hook on the circle side of straight strokes ; *tive*, by a similar hook on the opposite side ; thus, *operation* , *provocation* , *operative* , *provocative* .

285. Shon added to V-Hook. After the *v*-hook a small semicircle may be added to express the sound of *shon* ; thus, *diffusion* , *profession* , *aggravation* , *devotion* .

286. Word Values for Hooks on Tick Signs. The *l*-, *r*-, *n*-, and *v*-hooks may be used on certain tick signs with definite word value ; thus, *who have* , *all of* , *to have* , *or not* , *but not* , *but are not* , *of our own* , *to our own* , *by our own* . Opening a tick sign to the left to resemble *what* or *would* represents these words ; thus, *all would* , *on what* , *to what* . *I have* may be written .

287. Certain Suffixes. Final *b* may be used for *ble* or *bly* when the hook cannot be used conveniently ; thus, *profitable* , *sensibly* . The *s*-circle may be used for *bleness*, *fulness*, or *someness* ; thus,

serviceableness , teachableness , resourcefulness , sinfulness , irksomeness , lonesomeness . Lessness may be expressed by the large circle; thus, recklessness , worthlessness , carelessness . Ingly may be expressed by a heavy disjoined tick written in the direction of *j* or *b*; thus, lovingly , sparingly , amazingly . Ology may be expressed by *j*, joined or disjoined; thus, theology , zoölogy . Where the *s*-circle and stroke *v* cannot be written conveniently, the *s*-circle may be used to express *soever*; thus, whithersoever , howsoever .

288. Enlarged Semicircles. When a small semicircular word sign of the *w*-series is enlarged, a word sign of the *w*-series is added;

thus, *with what* , *would we* , *were we* . When a semicircular sign of the *y*-series is enlarged, a word sign of the *w*-series is added; thus, *you were* , *yet we* , *you would* . When a semicircular sign of the *w*-series is enlarged, a word sign of the *y*-series is added; thus, *we yet* , *were you* , *would you* . In the last principle the enlarged semicircle must have the general slant of *chuh*. *Have, ever, if, or of* may be added to enlarged semicircular signs by writing a small hook within the enlarged semicircle; thus, *we were of* , *what would ever* , *you were of* , *were you ever* , *would you have* .

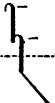
289. Lengthened Straight Strokes. A straight stroke may be lengthened to add *their, there, or they are*, and the hook must be read last;

thus, *had their own* , *give their own* , *by their own* . *There*

or *their* may also sometimes be expressed by a heavy tick in the direction of *b* or *j*; thus, *would their* , *since there* , *makes their* .

290. You expressed by a Hook. When the sign for *you* occurs so that it may be conveniently joined as a hook on the outside of a curved stroke, in its proper direction, the word may be so expressed; thus, *you have* , *you think* , *you then* .

291. Repeated Words. Expressions in which repeated words occur may be written by dropping part of the first word; thus, *deeper and*

deeper , *drier and drier* , *century after century* ,
drop by drop .

292. Expression of Numbers. *One, two, three, six, ten, and twelve* each have signs; other numbers may be expressed in figures, or as follows: *twenty* , *thirty* , *forty* , *fifty* , *seventy* ,
eighty , *ninety* , *four hundred* , *19 thousand* ,
21 million .

MUNSON SYSTEM

293. Consonants. In the Munson system the consonants are similar to those of the Benn Pitman except *huh*, which is written .

ump is written .

294. Vowel Scale. The Benn Pitman dot-vowel scale is inverted.

ä  *ā*  *ē*  *ǣ*  *ě*  *ī* 

295. Diphthongs.

i  *oi*  *ow*  *u* 

296. L-Hooks. For double consonants of the *l*-series the hook is enlarged; thus, *flow* , *shell* , *wail* , *yell* , *hail* , *lull* , *muzzle* .

297. Ter-Hook. A large hook written on the *n*-hook side of straight strokes indicates *ter* or *ther*; thus, *gather* , *actor* , *rather* , *bidder* .

298. Lengthening Principles. *Ter*, *ther*, *der*, and *ture* may be expressed by lengthening strokes, and the added syllable is read last if the *n*-hook be used; thus, *flatter* , *feather* , *shudder* , *furniture* , *fender* , *mentor* , *countermine* , *indenture* .

299. St-Loop after S-Circle. This combination may be expressed in either of the following ways: *sneezest* , *wisest* , *prancest* , *causest* .

300. Backward Hook for Sn. In certain words the sound of *sn* is difficult to execute after the *s*-circle. The *sĕ-shun* may be used to express this combination; thus, *mason* , *arsenic* , *Wilsons* , *lessons* , *Henderson* .

301. Curl for ĩn, Ěn, or Ůn. As it is impossible to write the *n*-stroke before *fl*, *vl*, *twuh*, and *dwuh*, a curl within the large hook may express *in*, *ěn*, or *ŭn*; thus, *influx* , *untwisted* , *invaluable* , *inflate* , *indwelling* .

302. The ĭ-shun-Hook. After the *s*-circle a hook following the motion of the circles may express the sounds of the vowels *ĭ*, *ĕ*, and *ă* before the sound of *shun*; thus, *precision* , *possession* , *vexations* , *colonization* , *transitional* , *authorization* .

303. Distinguishing Derivative from Primitive Words. Words whose derivative forms are secured by adding *ĭn*, *ĕn*, *ŭn*, *il*, *ĭm*, or *ĭr* to the primitive are best written by repeating their first consonant; thus, *noble* , *ennoble* , *nutritious* , *innutritious* , *noticed* , *unnoticed* , *legal* , *illegal* , *moderate* , *immoderate* , *redeemable* , *irredeemable* .

304. Expressing The. *The* may be expressed by halving; thus, *beyond the* , *give the* : by changing the *s*-circle into the *st*-loop; thus, *thinks* , *thinks the* : by a tick in the direction of *chuh* or *ruh* in the middle or at the end of phrases; thus, *choose the* , *ran the* .

305. Expressing A, An, or And. *A*, *an*, or *and* may be expressed at the beginning, middle, or end of phrases by a tick in the direction of *puh*; thus, *a man* , *share and share* , *give and* , *an illness* , *again and again* , *show a man* .

306. Expressing Ing. *Ing* may be expressed after a final hook by an additional hook; thus, *observing* , *roving* .

307. H-Tick. When the stroke *h* is inconvenient, a short vertical or horizontal tick may be used as a substitute; thus, *huge* , *hack* , *harrow* , *hash* , *hovel* , *hang* .

308. Strokes for Bleness, Fulness, Lessness, and Iveness. These suffixes may be expressed by detached strokes; thus, *feebleness* , *teachableness* , *seasonableness* , *wakefulness* , *hatefulness* , *groundlessness* , *listlessness* , *extensiveness* , *secretiveness* .

309. Strokes for Ology and Alogy. These suffixes may be expressed by a stroke attached or detached; thus, *theology* , *mythology* , *physiology* , *mineralogy* .

310. Enlarged Semicircles. *You* or *your* may be added to *when*, *were*, *with*, *what*, or *would* by enlarging the half circle; thus, *when* , *you-r* , *what you-r* , *would you-r* , *with you-r* . *Would* is added to *you* by the same method; thus, *you would* , *if you would* .

OSGOODBY SYSTEM

311. Alphabet. The alphabet in this system differs only in the stroke for *huh*, which corresponds with the *ump* stroke; thus, *huh* . *Ump* is represented by the strokes *um* and *puh*.

312. Concurrent Vowels. When two vowels occur together, the first may be definitely and the second approximately expressed by an acute angle written in the place of the first vowel of the two, opening upward for a dot vowel, downward for a dash vowel. If the first vowel of the combination is long, the down stroke of the angle may be shaded; thus, *idea* , *layer* , *hurrahing* , *gnawing* , *lower* , *ruin* .

313. L- and R- Strokes. *a.* When *l* or *r* is the first consonant in an outline of more than one stroke, *ul* or *ur* is used if a vowel precedes, and *luh* or *ruh* if not; thus, *elk* , *Eric* , *luck* , *wreck* .

b. When *l* or *r* is the last consonant in an outline of more than one stroke, *luh* or *ruh* is used if a vowel follows, and *ul* or *ur* if not; thus, *follow* , *bureau* , *fell* , *far* .

c. The following exceptions should be noted: *Luh* is used before *puh*, *buh*, *tuh*, *duh*, *fuh*, *vuh*, *thuh*, *thuh*, *shuh*, *zhuh*, *luh*, *yuh*, and *ruh*, and after *suh*, *zuh*, *shuh*, *zhuh*, *luh*, *ur*, *um*, *wuh*, and *yuh*; *ul* is used after *un* and *ung*. *Ruh* is used before *tuh*, *duh*, *chuh*, *juh*, *thuh*, *um*, and *huh*; *ur* is used before *um* and *huh*.

314. Huh-Stroke and Substitutes. The stroke for *huh* is seldom used, as substitutes are more convenient. The substitutes are a dot

beside a vowel sign; thus, *hitch* , *half* : a tick written in the direction of *chuh* on all strokes with which it forms an acute angle;

thus, *hack* , *hazy* , *hem* , *heel* : a dash vowel written parallel with the stroke; thus, *hoed* , *hobby* , *hogshead* .

315. L-Hook. On straight strokes this hook is written as in the Benn Pitman system, except that *ru* may be expressed by a small hook on the upper side of *ruh*; thus, *rural* , *barrel* , *paralyze* : *rier* may be expressed by a small hook on the opposite side; thus, *farrier* , *carrier* , *merrier* .

A small hook is used for *r* in all places; thus, *error* , *fry* .

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inner , *mirror* , *singer* , *manner* . On curved strokes the *l*-hook is expressed by a short, broad hook on the inside of the strokes; thus, *shuffle* , *Bethel* , *fiddle* , *animal* , *floral* .

316. Further Use of N-Hook. Before *k* the *n*-hook may be used for the sound of *ung* or *ang*; thus, *punk* , *trunk* , *frank* , *slank* , *Lincoln* . In connection with the *n*-hook the *se-shun*-hook may be used to express the sound of *sn* when the stroke *n* is inconvenient; thus, *mason* , *Robinson* , *Thompson* , *Wisconsin* , *arsenic* .

317. The Y-Hook. In phrasing only, a large initial hook on the *r*-hook side of straight strokes, made long and narrow on curved strokes, stands for the words *you*, *your*, *you are*, or *year*; thus, *do you know* , *if you will* , *may you not* , *have your own* , *that year was* .

318. The W-Hook. A large initial hook on the *l*-hook side of straight strokes expresses the sound of *w*; in phrasing it signifies the words *we*, *would*, *what*, *whether*, *way*, and *away*; thus, *which we may* , *upon what place* , *go away off* , *which would be* .

319. The Ter-Hook. A large final hook on the *n*-hook side of straight strokes expresses the sound of *ter*, *der*, or *ther*; thus, *chatter* , *splatter* , *blotters* , *tighter* , *gathers* . In

phrasing it signifies the words *their, there, they are, or other*. *Ing* may be expressed by a hook within this hook; thus, *gathering* , *chattering* .

320. The M-Hook. A short, broad hook written on the *f*-hook side of straight strokes and on the inside of curves expresses the sound of *m*; thus, *plumb* , *oakum* , *lameness* , *nameless* , *gloom* . In phrasing this hook signifies *may, him, time, make, or my*.

321. The Shun-Hook. This syllable is expressed by a small circle and backward hook; thus, *adoption* , *rotation* , *junction* , *detention* , *extensions* . In words where the *shun* sound is followed by a consonant sound the small hook need not be written; thus, *educational* , *professional* , *factionist* , *visionary* , *abolitionist* . When a word ends in the sound of *shun* after an *f*-hook on stroke *duh*, a small hook may be added after the *f*-hook to express the sound of *shun*; thus, *division* , *devotional* : if two vowels precede the sound of *shun* when thus preceded, the stroke *shuh* and *n*-hook must be used; thus, *deviation* , *abbreviation* . *Sē-shun* may be expressed by using the large *s*-circle; thus, *physician* , *decisions* , *dispensation* . The consonant immediately preceding *shun* may be halved to express the past tense; and when a word ends in *ate*, half-length *n* may be

used; thus, *fashion* , *fashioned* , *auction* , *auctioned* ,
motion , *motioned* , *notionate* , *affectionate* , *pro-*
portionate .

322. Ed-Tick. The past tense may be expressed by adding a tick at an acute angle to the form which is used for the present tense; thus, *gifted* , *shouted* , *estimated* , *assorted* , *pestered* ,
pasted .

323. Affixes. *Rel* may be expressed by the *ruh* stroke and the *l*-hook; thus, *reliable* , *relish* , *relax* , *realization* .

Tial, tially. These affixes may be expressed after the *n*-hook by the stroke *shuh*; thus, *prudentially* , *substantial* , *essentially* .

For, form. These affixes may be expressed by the stroke *fuh*; thus, *reform* , *foreordain* .

Rity, lity. These affixes may be expressed by halving an *l*- or *r*-stroke or a double consonant of the *l*- or *r*-series; thus, *infidelity* , *temerity* , *legality* , *majority* .

Ful, fulness. These affixes are expressed by the *fuh*-stroke or the *fuh*-stroke with the *s*-circle; thus, *armful* , *cheerful* ,
harmfulness , *willfulness* .

Lessness. This affix is expressed by the *luh*-stroke and *s*-circle; thus, *heedlessness* , *carelessness* , *recklessness* .

Ography, ographer. These affixes may be expressed by the *guh*-stroke, with or without the *r*-hook; thus, *photographer* , *biography* , *stenographer* .

Ing. This affix may be expressed by writing the following word in the place of the *ing* dot, or by striking the first stem of the succeeding word through the last stem of the first word; thus, *taking a* , *checking us* , *losing them* , *having taken* .

324. Expressing Sounds of Modern Languages. In expressing accurately the sounds of foreign languages, the following special symbols will be found useful:—

FRENCH VOWELS

e, as in <i>se</i>		i, as in <i>fini</i>	
è, as in <i>père</i>		é, as in <i>donné</i>	
â, as in <i>âme</i>		a, as in <i>canne</i>	
eu, as in <i>feu</i>		in, as in <i>crin</i>	
u, as in <i>vue</i>		en, as in <i>enfant</i>	
o, as in <i>Ivonne</i>		un, as in <i>lundi</i>	
		on, as in <i>don</i>	

GERMAN VOWELS AND CONSONANTS

ö, as in <i>Höhle</i>		ch, as in <i>dich</i>	
ö, as in <i>Röcke</i>		gh, as in <i>vorige</i>	
ü, as in <i>lügen</i>			

ITALIAN

r, as in *amor* 

WELSH

ll, as in *Llanelly* 

APPENDIX

SUPPLEMENTARY WORD AND SENTENCE EXERCISES, WORD-SIGN LETTERS, AND GENERAL DICTATION MATTER

SUPPLEMENTARY WORD EXERCISES

In the first four exercises all *l*- and *r*-strokes are to be written upward.

EXERCISE I

LONG AND SHORT VOWELS

Ashy, inch, beam, shape, daub, shop, pay-day, decay, big, shock, chip, gimp, theme, bosh, myth, fame, comb, cage, meek, foam, niche, inky, king, vim, cob, Job, Jonah, gong, bathe, thief, dodge, mossy, toady, data, leash, taming, dip, pink, lobe, milky.

EXERCISE II

VOWELS BETWEEN STROKES

Pope, dodo, judge, mummy, lessee, Macey, bony, vichy, honey, tongue, gang, peach, page, budge, patch, look, mash, agog, cooky, rang, poppy, abolish, nominee, abbacy, elfish, Genesee, bailiff, guilty, Mallory, Malta, merino, fallacy, melody, Philippic, Verona, Eskimo, Canada, Kellog, Macbeth, Deborah.

EXERCISE III**DIPHTHONGS**

Tie, boy, bow, alloyed, allied, allowed, row, Roy, rye, Nye, lye, owl, alloy, aisle, shiny, magpie, decoy, mouth, pouch-like, eyed, thou, oil, eye-tooth, widely, endow, oil-like, mightily, Nina, dynamite, toy-shop, Dinah, Lowney, dowdy, eye-beam, oil-cake, avouch, hautboy, goutily, dowdily, rightly.

EXERCISE IV**COALESCENTS AND CONCURRENT VOWELS**

Asia, Bolivia, Juno, bacteria, Joshua, Julia, burying, Ethiopia, Libya, Ophelia, Althea, Leon, Lucia, reëngage, showy, Diana, Lydia, shadowy, sienna, Laocoön, Laodicea, aguish, Boaz, Scioto, Suez, Andalusia, cozier, foliage, Malayan, Borneo, cassia, colliery, curio, Pomerania, dialogue, Isaiah, pneumonia, folio, envying, sawing.

EXERCISE V**L- AND R-STROKES AT BEGINNING**

Locked, lady, lugged, leech, larrup, largo, alchemy, Aleppo, Aleck, allopathy, allege, Elijah, album, olive, Elmo, Eliza, Iliad, deluge, bilge, filmy, reed, ready, rage, wreck, wring, rouge, rarefy, rug, rump, room, army, Arabia, Arcadia, archway, arena, aroma, orb, carriage, Persia, terrify.

EXERCISE VI**L- AND R-STROKES AT END**

Tale, meal, kill, mole, ample, shell, knoll, fool, vile, burial, nail, vowel, tire, bier, chair, dare, jeer, core, fear, shear, mire, empire, tally, Malay, Kiley, amply, Neal, annually, rare, Harry, borrow, fury, Murray, vanilla, arrowy, arrear, array, Manuel, fairy, gayly.

EXERCISE VII**S-CIRCLES AND STROKES**

Sup, geese, sing, fuss, seethe, shows, ice, essay, sigh, owes, puss, pussy, sad, espy, zero, Zebedee, assayer, scion, Sierra, pies, pious, case, chaos, nasty, rusty, bestow, fix, foxy, goose, goosy, race, racy, lice, Elias, decency, resin, cask, discuss, disown, officer.

EXERCISE VIII**LARGE S-CIRCLES**

Sesame, Sussex, system, losses, paces, passes, houses, leases, sneezes, census, resist, gazes, refuses, agonizes, saucer, chooses, dozes, abuses, synopsis, sexes, spaces, Sorosis, subsist, schism, Jesus, abysses, chaises, exist, suffuses, axis, possessor, accessory, excesses, exercises, dispossesses, supposes, emphasizes, abscesses, lionesses, desists.

EXERCISE IX**ST- AND STR-LOOPS**

Chest, taste, posed, abused, August, roused, fists, vests, assists, waste, stitch, story, sting, stall, unjust, reduced, imposed, robust, chemists, molests, ghastly, egotistic, misty, honesty, gusty, rust, rusty, roaster, Nestor, Worcester, minster, Hester, lobster, sinister, festers, testers, registers, masterpiece, muster-book, musterer.

EXERCISE X**HALVING — FIRST SECTION**

Shout, cheat, scout, died, goad, sobbed, spot, saved, submit, saintly, smites, skates, slightly, summit, signet, poisoned, chastened, invades, puts, acts, chats, deeds, ends, maids, moods, art, aired, lot, old, shouts, jades, writ, rat, licked, fagged, kicked, peeped, petticoat, evident, ultimate.

EXERCISE XI**H-TICK AND STROKES**

Hue, high, Ohio, O'Hara, ahem, hapless, Harris, heroes, hubby, Horatio, hostile, hyssop, haddock, Hadley, hoarseness, hail, Hallam, history, haziness, hair-cell, hickory, howler, hemmed, hugged, hacked, hardness, hard-mouthed, inhuming, unheard, inhale, unhappy, behead, rehash, Nahum, hardihood, Mahoney, housetops, race-horse, Rehoboth, exhume.

EXERCISE XII**W-HOOKS, W-SEMICIRCLES, AND LARGE W-HOOK**

Woo, away, awake, waist, woes, wasp, whisk, Waller, Wallace, Winship, warm, window-seat, war-ship, woodcock, wedded, wash-day, wages, weak, wagged, waved, wheel, whirl, whine, quick, squeeze, guano, twitch, squelch, square, requests, liquefy, unworthily, Agawam, Edwin, beware, swing, swash, swoon, dissuaded, unswathed.

EXERCISE XIII**DOUBLE CONSONANTS**

Dale, idle, tear, tray, keel, clay, core, crow, plea, pry, glee, agree, crib, globe, topple, robber, regal, rigor, rabble, joker, blush, bring, throb, Bethel, flail, frail, bevel, Dover, measure, initial, flannel, manner, family, humor, glaringly, kneeler, freely, flabby, vernal, framer.

EXERCISE XIV**INTERVOCALIZATION**

Cheerfully, recall, churches, Georgia, turmoil, shellac, attorneys, Marnar, lurch, roller, volume, colleges, curbed, mortgagee, murmur, colonel, torpor, journalize, tolerably, terminate, sharpness, relish, railway, roll-call, marbled, nourished, Norwich, Norway, Marshalls, torture, turtle, purplish, Delaware, telegram, sharpest, reversal, partially, Calvary, Calcutta, Coleridge.

EXERCISE XV**TRIPLE CONSONANTS AND BACKWARD N-HOOKS**

Stretch, spliced, scrub, satchels, striker, sepulcher, suffers, splashed, skirmish, sufferer, sever, physically, prisoner, peaceful, disclosed, disable, bicycle, Exeter, rostrum, scroll, scraper, Cyclops, gossamer, dishonor, staggered, stalker, stutter, described, dissevered, posture, enticeable, enslaver, ensnare, insalubrious, insanitary, insecurity, install, unsliced, inspirer, unsprung.

EXERCISE XVI**N- AND V-HOOKS**

Din, deaf, atone, achieve, boon, dive, fine, omen, coachman, lemon, cheapen, acumen, tendon, dolphin, morphine, referee, juvenile, dafodil, divinity, dunce, achieves, cones, caves, mains, noons, moons, pounced, manses, lanced, rinsed, minces, Benjamin, orange, barytone, beverage, Van Buren, Jonathan, Michigan, Chipman.

EXERCISE XVII**SHUN- AND ŠĚ-SHUN-HOOKS**

Ignition, education, ovations, petitions, revisions, abduction, derivation, dimension, violations, elevations, attention, renditions, formations, aspirations, locomotion, benefactions, occasionally, dictionaries, nationalization, notional, mansions, missionary, Hessians, cautionary, lotions, mention, appellation, ascensions, limitations, taxation, affectations, incision, additionally, processions, accumulations, excisions, mentions, dispensations, evictions, transitions.

EXERCISE XVIII**LENGTHENING**

Neuter, lather, hindering, wetter, orator, invader, motorman, engender, Weatherly, Leatherbee, promoter, gas-meter, latterly, tenderly, alderman, motherliness, Waterloo, wonderer, thunderer, Arthur,

senators, martyr, mortar, norther, tenderness, softer, bumper, clamper, finger, cucumber, rancor, anchor, defaulter, adventure, stockholder, murderer, flatter, immaterial, entirety, simper.

EXERCISE XIX

OMITTED CONSONANTS AND PREFIXES

Presumption, contemptible, conjunction, pumped, decamped, translation, transfuse, promptness, discommode, discontinue, reconvey, disconnect, incognito, unconditional, consolation, circumscribed, circumference, self-abased, selfishly, self-possessed, self-condemned, postman, listlessly, testamentary, text-book, testimony, magnifier, counterclaim, counteraction, counterpoised, controversialist, contradistinction, intervening, interspersing, introactive, entertainer, introduce, enterprisingly, interjection, introduction.

EXERCISE XX

SUFFIXES

Housing, ringing, feeling, deeding, choosing, cling, breathing, hearings, roofings, lashings, dealings, rowing-the, rehearsing-the, loosing-the, inducing-the, fearing-the, amusing-the, heirship, stewardship, horsemanship, flagship, herself, yourselves, itself, feasibility, liability, nobility, instability, polarity, fertility, vulgarity, credulity, vitality, solidarity, brutality, servility, cordiality, dexterity, prosperity, eligibility, applicability, exhaustibility, externality, formality, infidelity, principality, frugality, insolubility, futility, incompatibility.

EXERCISE XXI

HALVING — SECOND SECTION

Pit, pits, pride, prods, paint, punts, played, bleeds, cuffed, gifts, cautioned, soothed, strut, streets, split, scolds, suffered, snorts, beardless, hovered, detect, elective, native, betrayed, wound, ward, throats, roared, cocked, leagued, effect, rated, turret, toady, Betty, cracked, inhabited, weeded, mended, tided.

SUPPLEMENTARY SENTENCES

In all these exercises, up to that on upward and downward *l* and *r*, whenever *l* or *r* is given the upward stroke should be used.

EXERCISE XXII

LONG VOWELS

1. Show me the way, and¹ Joe may take the coach. 2. They say Eve may show me the ball and the cage. 3. They came and saw me the day before pay-day. 4. Though they own the lake, she may take a row each day. 5. All who saw the thief may see the rogue too. 6. She may keep the peach and bake me a cake. 7. Job Day and Paul Shaw both know me. 8. She saw the rogue rage and shake the pole. 9. Take the rake and poke the hay before the sheep. 10. Though they saw the *Maumee* leak, she may leap the foam and reach the beach.

EXERCISE XXIII

LONG AND SHORT VOWELS

1. They may see the enemy in the valley daily. 2. The king came to see the lame lad. 3. Bessie saw many big fish in the dish. 4. The cab was at the lake to take us to the mill. 5. Joe may pull the rope and ring the bell. 6. Many keep money for a rainy day, but many lay up no money. 7. Ask Johnny if Sue may make me a bowl of oatmeal. 8. Bessie and Josie go to the shallow pool to bathe. 9. They saw the dumb lad push the dog into the ditch at the back of the mill. 10. Jim married Rachel for love, but Jack married Lizzie for money.

EXERCISE XXIV

DIPHTHONGS

1. I should like to lie on the couch and have my book. 2. Nina and Myra came to see Roy milk the cow. 3. Isaac Boyle will buy it for Eliza. 4. Milo will have the book on botany at Rugby in May.

¹ The word *and* may be expressed by a light dot on the line.

5. They have no right to shake the boy off the lounge. 6. The boy was noisy, and I took him out for a ride. 7. Uncoil the rope and take it to Isaac. 8. The teeth in the mouth of the shy boy look like ivory. 9. Roy saw two lively pike in the bay to-day. 10. The boy may be out on the road by the mill.

EXERCISE XXV

COALESCENTS

1. Juno was the rogue who should have had the rebuke. 2. He had a mania to take a ride on each mule. 3. The cameo was a gem of rare value. 4. We saw the idiot take the oil for the lamp into the house. 5. Will you tarry with us for a ride on the *Cuba*? 6. Matthew House, Esquire, was a lawyer of fame. 7. Joe should be ready to assuage the fury of the duke. 8. They should now allay the fury of the pneumonia. 9. Julia should be ready to take a ride in Algeria. 10. I will look out for the ague if you will take Amelia to Asia.

EXERCISE XXVI

CONCURRENT VOWELS

1. Joanna and Louis Leon, of Tioga, are both poetic. 2. By thawing the ice they saw the fish in the lake. 3. Naomi and Viola will buy at Niagara a book on biology. 4. Leah may have to see the payee to-morrow. 5. Josiah Owen and Joanna Hewitt will reach Fayette, Ohio, in July. 6. With boyish gayety he took the peony and laid it on the piano. 7. Matthias will empower Josiah to make the cube. 8. My panacea will aid the pious Jewess. 9. The boyish fellow took the poesy to the idiot. 10. Iona and Iola took the bowie-knife to Leah.

EXERCISE XXVII

UPWARD AND DOWNWARD L AND R

1. I should like to row a league on the lake in the Alps. 2. See the lame boy lug the heavy lump of coal to the rear. 3. Nora, the Irish lady, was in error, for Lucy was alive. 4. Laura shall have the

alum to give to the umpire to-morrow. 5. We saw them take the red shawl out of the shallow pool. 6. File off the nail in your shoe, or you may become lame. 7. The allopath took the album to Albany to show it to Isabella. 8. I shall take my manual with me to Manila on the *Algeria*. 9. Harry came along with us, but was feeling poorly. 10. I saw Olney Raleigh, of Lowell, in the balcony.

EXERCISE XXVIII**MP AND MB STROKES**

This exercise is introduced because it is largely related to the strokes *l* and *r* and therefore could not have been introduced earlier.

1. The imp fell by the pump on the damp earth. 2. We will embark for Bombay to-morrow. 3. Jump into the camp and take away our lamp. 4. The umpire will have a shampoo with Pompey. 5. We have ample time to make a map of Pompeii. 6. I empower you to embalm the body. 7. We will embargo the *Empire* to-day. 8. You should aim to remove the ambiguity. 9. Will you embody it in your new book? 10. The dimple impairs the beauty of the belle.

EXERCISE XXIX**S-CIRCLES**

1. Samuel Adams takes music lessons of Elizabeth Salisbury. 2. If you decide to deceive and disobey Joseph, he will ask you to resign your office. 3. The desk is dusty, and you may set the books on the safe. 4. Sarah says she knows the policies are in the south side of Jesse's safe at Savannah. 5. The sink was of zinc, and so were the basins. 6. The lazy lass lies lifeless on the Pacific shore. 7. It was a serious, solemn scene, and we saw a look of sadness and despair on the face of the young sailor. 8. Harrison leaves for Mexico the sixth of July. 9. The justice sits and listens to each speech in the case. 10. James Simpson and Alice Johnson were together at Salem on Sunday.

EXERCISE XXX**LARGE S-CIRCLES**

1. In his speech to the masses he abuses the bosses with much emphasis. 2. See the faces of the lasses as they notice the chaises at the races. 3. The taxes are excessive, and he refuses to pay them. 4. Cæsar will give a synopsis of the book of Genesis. 5. It embarrasses his nieces to receive his kisses. 6. The unsuspecting fellow affixes the seals to all the leases in the cases. 7. It will be necessary for you to italicize some of the names in the exercise. 8. He chooses to buy the cheeses and the molasses at Morris's. 9. He advises me to take the atlases to Cicero's house. 10. Moses tosses the leases to the bosses in the chaise.

EXERCISE XXXI**ST-LOOPS**

1. The guest fell on the staircase and lay still for a long time. 2. Paste a list of the costs on the back of the book. 3. We have missed the stains on Rollo's vest. 4. A jest may be serious and cause many a sting. 5. We have many stoves in stock, which you should take out of the store. 6. We noticed the arrest and said the police had been just. 7. The stag may step on the nest and cause the young to leave. 8. If you will go to the lower story, you may see a sight which will justify study. 9. They say the ghost was seen in the mist at the top of the ship's mast. 10. To pay for the cost of the stamp it may be necessary to dispose of all the stock.

EXERCISE XXXII**STR-LOOPS**

1. Will the gamester take away the box of books and the songster? 2. Our pastor will leave for Lancaster, Texas, on Tuesday. 3. The impostor was embarrassed by the bargemaster at Manchester. 4. Master Dexter will take the music to the chorister for you. 5. Shall I allow Chester Foster to stop to register in the large book? 6. The seal we saw in the tank was Tom Foster's. 7. Take the duster and shake

it beside the banister by the paymaster's room. 8. Will your master take the lobsters to Worcester or to the teamster's store? 9. The baggage master took the case and stood it in the passageway. 10. Lester Munster's name should be on the muster-file.

EXERCISE XXXIII

SIMPLE HALVING

1. The cat fell into the pit and died in a fit a few minutes after. 2. It is wise to avoid the use of tobacco, for it may check the life and power of boys. 3. The soft answer of the good boy made it necessary for the bad boy to indicate that he had failed in his dishonest scheme. 4. The boy put the fat in the fire and saw that he lacked not fuel. 5. The star of the show stared at the zealot and seemed to think that she had not good sense. 6. The savages would accept the best beads as though they were of much value. 7. The ship had the right of way, and after an early start steamed into the bay before any vessel of the same size. 8. The ditty that they sang was soft, but the music had a good effect on those who listened. 9. The nicest taste is necessary in the arts; and if one possesses it, it will readily become evident. 10. The mule kicked the bag of nuts into the bushes, and the boy hurried away.

EXERCISE XXXIV

H-TICKS, H-STROKES, AND H-DOTS

1. Will Helena have to take up harmony at Havana? 2. Harvey Hill will hire a gig and take you home. 3. Nahum Hume is unhappy at Hemlock Lake, but he will adhere to his task. 4. I saw Ahab Hadley, of Haiti, harrow on a hill in the Mohawk Valley. 5. I have a new rawhide whip, with which the Hawley boy will do no harm. 6. Elihu is the hail fellow from Ohio whom we all like. 7. We had honey and hominy for lunch on the hilltop. 8. He is an unhealthy boy, but we admire his humanity. 9. Hannah fell out of the hammock and had to be carried home. 10. Horatio will help you to hang up the heavy ham.

EXERCISE XXXV**SMALL W-HOOKS**

1. Wallis and Edwin Welsh, of Winchester, will ride Pope wheels to Winnebago. 2. Wheeler and Wilcox are both worthless fellows. 3. While out in our sleigh we saw Wolf, the miser, on horseback. 4. The boy swore as he hit Wimrick, who took a ride on his wheel. 5. I will ask Swayne to sing before we go to swim. 6. Young ladies should beware of such unworthy warriors. 7. The fellow who pushes that wheelbarrow certainly is worthless, but many in our Epworth League still hope to save him. 8. We have whale-oil for sale in our warehouse. 9. Irwin's work will wear him out because he worries so much. 10. The swallows should beware of the boys on the beach.

EXERCISE XXXVI**W- AND Y-SEMICIRCLES**

1. The woes of the king keep him awake, while his warriors wage war on the weak enemy. 2. The yacht *Yankee* may have a yellow ensign, if you wish me to make it. 3. The wag may laugh or weep, but I still fear to walk in the woods. 4. The wolf's yelp made the small boy yell with fear. 5. A wide road passes along the edge of the woods ; you may yoke the oxen in this path. 6. To make a success of the voyage to Europe, we must have unity in our party. 7. To outwit the young Yankee, we must unyoke the oxen and unweave the whiplash. 8. The snow may wet the sail of the yawl, but Dora will soon reach yon city and leave on the large yacht. 9. Webster may whack the team with his whip and watch the small boys fall in the road. 10. The Swede may sweep the walk and swing his switch to the right.

EXERCISE XXXVII**LARGE W-HOOKS**

1. Ask Joe Dwyer to twist the rope over the twigs for you. 2. See Twiller twirl his mustache as he watches the chap from Quebec. 3. The face of the quagga was seen to twitch in a queer way. 4. An

answer to the query was said to be requisite before the quest was announced. 5. Your inquiry for guano came Saturday, and we shall heed your request. 6. The lawyer dwells in the new house on the hill, opposite the stone quarry. 7. She quietly said, "Elizabeth will quickly require a quorum." 8. When the earthquake came Dwight Quigley was seen to quake with fear. 9. You must have a quick pace, or you will lose the quail. 10. The squire will soon deny what he has said of the choir.

EXERCISE XXXVIII**L-HOOKS—REGULAR**

1. Clara has clear blue eyes and glossy hair. 2. Harness Dapple and ride to the chapel to blow the bugle. 3. Mabel says her amiable uncle has many apples and plums on his farm at Clark's Hill. 4. One of the Black boys climbs on the house to pluck an apple, but he gets nothing but a tumble. 5. Pick some flowers on the way, and carry them to Jessie Mitchell, in Plymouth. 6. If uncle fails to shackle the steam shovel, you may hear a wrangle. 7. The feeble youth may hurt his weak ankle if he goes on the ice. 8. The Clark and Glass boys sit in idleness all day long. 9. Uncle is engaged in clerical work in the *Globe* office. 10. We will take a couple of baskets of apples to the club on Tuesday.

EXERCISE XXXIX**R-HOOKS—REGULAR**

1. In this work the writer traces the trials and troubles of the Greeks up to the triumph at Troy. 2. Gray will be pitcher, and Hooper Badger catcher, at the ball game on Wednesday. 3. We saw Roger Bridger, the traitor, try to cross Crow's Creek just below Gray's mill-dam. 4. It is a new trick for Bridge to wager money on the success of his horses. 5. Peter Hopper is ill with measles at the home of Major Thatcher, the checker player. 6. A liberal teacher will address us in the library on Wednesday. 7. Major Price agrees

to deliver this red pepper to the baker. 8. The rocker broke and dropped the preacher on the grass. 9. The new lodger took some crackers to Nagle, the bugler. 10. The air was oppressive in the large crib, but it is agreeable to breathe the pure air here.

EXERCISE XL

IRREGULAR DOUBLE CONSONANTS

1. We saw the signal at the mouth of the channel, placed there by Mr. Fry. 2. He obligingly offers to see Mr. Fletcher Keeler, the author, for Ethel. 3. It is cooler here, and I think we shall be able to see the camels just as well. 4. Homer is sending his grammar to Eleanor, who has the fever. 5. Minerva will have the honor of singing before the famous tenor's brother. 6. May I have the honor of knowing the name of the donor of the threshers? 7. Our drummer will look out for new customers for the special goods. 8. His daughter's generosity enrages the miser in a great measure. 9. His family speaks to him appealingly, but he seems not to hear their cries. 10. He speaks very glowingly of the success of this novel steam hammer.

EXERCISE XLI

INTERVOCALIZATION

1. Charley is too partial to martial music. 2. George Porter, of Gurney, will enroll on Thursday. 3. The burly fellow rolls the barrels into the cellar with ease. 4. The colonel will bring suit against the railroad authorities in May. 5. The lecturer charges too much for his pictures. 6. It is calumny to say he is the most vulgar boy in the college. 7. Pearl Varney, of Kalamazoo, drew a charcoal picture of the cardinal for the attorney. 8. Cheerful Charles is on a journey through the Carolinas. 9. Culture and accuracy are very desirable qualities in any young person. 10. We saw them take the burglar to jail when we were on our way to the church.

EXERCISE XLII**TRIPLE CONSONANTS**

1. At first the sober drummer took cider in a social way ; now he goes on a spree every month. 2. Is it possible to describe such a disgrace and use no disagreeable language? 3. He displays an eagerness to settle the exclusive care of the farm on his son, who is very successful. 4. He struck the strings of his harp and produced very agreeable music. 5. The songstress will appear at our vesper service this week. 6. We saw him stagger in his stupor when he lost the stopper from his flask. 7. The screw steamer sprung a leak off Cyprus and soon put up her flag of distress. 8. The careless scribe scratches and scrawls in a style which is scarcely legible. 9. Cedars and cypresses strew the shores of the stream. 10. Supply the sickly youth with physical culture as soon as possible.

EXERCISE XLIII**BACKWARD N-HOOKS**

1. The unscrupulous officers unceremoniously enslave the travelers there. 2. The thoughts they have inscribed are an insult and nothing less. 3. The unsympathetic fellow only laughs at the speech and says he knows the weaknesses are far from being insuppressible. 4. My nerves are all unstrung because of his unscriptural language. 5. The unscrupulous fellow never suffers from any form of insomnia. 6. Through all his insobriety he was not insane enough to ask for aid from those who caused his ruin. 7. The soldierlike bearing of the colonel gave the unscrupulous gossips a basis for talk. 8. I fear the invoice of silk is unsalable, and request you to settle. 9. They labor unceasingly, but see that the difficulties are insuperable. 10. As I see it, his remarks were not unseemly, but uncivil. 11. The unsociable fellow was remarkably civil to his instructors.

Students should be urged to do some independent phrasing in all subsequent exercises.

EXERCISE XLIV**N-Hooks**

1. Dan Brown ran to aid Simon Ryan, who had fenced in the lot a few days before. 2. Ethan Allen and Henry Jones are in the insurance business in Clinton, Maine. 3. Stephen Green and Jonathan Pullman have gone to France to buy fancy woolens for Mansfield & Son, of Canton. 4. He took his chances when in Kansas and danced with every lady he chanced to know. 5. Jane and Ellen Dunn will take the bonnets to the Spanish milliner on Monday. 6. Eugene has taken ten of my fine ripe Florida oranges. 7. Ellen may buy fancy fans, fine muslin, and woollen gowns at Tyrone's. 8. Deacon Jones can furnish you ten coils of hempen rope. 9. They mean to detain Spencer in the dungeon until he can obtain means to pay the ransom. 10. The dunce's expenses, in several instances, were paid by Jenny Tompkins.

EXERCISE XLV**F-Hooks**

1. David Gough will take a rifle to the sheriff for you. 2. Here is an exhaustive review of the McKinley tariff. 3. The fugitive will have to behave now, for the sheriff has taken him to Fairview. 4. He will arrive here to-day with some giraffes and mastiffs. 5. Jeff Murphy is stone deaf, but he can sail his skiff on the river in any storm. 6. The defense will aim to divide the jury in the Keefe case. 7. The sorrow of the poor slave was enough to move the most callous observer. 8. Your horse will always cough and puff, for he has the heaves. 9. The sensitive fellow will starve before he will ask for any help. 10. His diffidence causes the governor much annoyance. 11. The diver may go down into the river and heave on the chain.

EXERCISE XLVI**SHUN- AND SĖ-SHUN-HOOKS**

1. I have a notion to visit the mission of the Salvation Army to-day.
2. What does he say of the physician's devotion to his profession; and what was the decision as to compensation?
3. Fashion is nothing but the science of imitation.
4. I am happy in anticipation of the reception which will follow the exhibition.
5. The logician will buy fine editions of fiction for us at Albany.
6. Buy the stationery and the dictionary of the auctioneer who lives at the junction.
7. He has a visionary idea of educational conditions in this section.
8. What can the opposition say to the accusations of the associations?
9. I have some hesitation in naming him for the position, for I fear such dissipation as he daily practices will be his ruin.
10. He had his vacation before the annexation of the territory.

EXERCISE XLVII**LENGTHENING PRINCIPLE**

1. Arthur Henderson and Luther Anderson will take the orders for another week at least.
2. Esther Saunders and Ellen Snyder will visit us at Easter.
3. Our alderman says that his thermometer registers 98° in the shade.
4. The thunder-storm was so severe as to shatter the shutters of the west windows.
5. We may buy oysters and corn fritters at the chop-house yonder on our way from the theater.
6. We had an unusual adventure at the furniture store a little farther down the street.
7. The longer you linger the harder it will be to leave your father.
8. The singer is a hard drinker, and his family is suffering from hunger.
9. Close the damper and remove the clinkers, or you will smother the fire.

EXERCISE XLVIII**PREFIXES**

1. As you have promised to be circumspect in your conduct, I will secure accommodations for you.
 2. If you can accommodate me now, you may accompany me when I circumnavigate the globe.
-

3. The feud which exists between them is caused by their incompatible tempers, and they seem to be irreconcilable. 4. The disease is noncontagious; but we were unconscious of it and accustomed to entertain an unconquerable antipathy to it. 5. He was magnanimous and unselfish, but he thought he saw insuperable obstacles to the ultimate success of the enterprise. 6. The introduction of word signs and contractions into each lesson facilitates the construction of sensible sentences. 7. Your delay so inconvenienced us that we felt obliged to contradict a clerk who said he had given the order. 8. If the affair is not carried on selfishly, I shall not interfere with the enterprise. 9. Though he interposed difficult questions, he was neither unreasonable nor full of self-conceit. 10. Your noncompliance with my request has put me to no little inconvenience.

EXERCISE XLIX

SUFFIXES

1. While walking on the beach I saw a man bringing some of the wreckage to the shore. 2. Knowing the advantages of having our daughter study under the teachings of a prominent musician, we have arranged to have her study with Madame Nordica. 3. "Do thyself no harm" is a Biblical injunction to which all would do well to give heed. 4. The authorship of this book is not known, but by many it is thought the responsibility rests upon James Lane Allen. 5. Owing to the unusual vitality which was possessed by Pope Leo XIII, his life was spared till the ripe age of ninety-three. 6. Self-denial and frugality are two cardinal virtues which all should endeavor to practice. 7. The prosperity of the weak and unworthy is often the means of their undoing. 8. While she is very womanly and blessed with great social possibilities, I must say that I dislike her. 9. Those who take honor to themselves for their very great mentality should reflect whether they do not owe much of it to their fathers and mothers. 10. Avoid being vulgar, for vulgarity links one to the most common and unhealthy relationships. 11. The undue popularity of the smaller boys may partly explain some of their strange and unmanly habits.

EXERCISE L

HALVING

1. I am quite naturally annoyed at not having received the goods last night. 2. The painter tipped over the paint pot and spilled the paint on the floor. 3. Bartlett and Bradley intended to notify the new establishment of their decision. 4. I understand that you hurt your hand badly when you caught the striped bass. 5. If you are willing to accept, notify me immediately to that effect. 6. The goods were left in the yard and were slightly damaged by the floods. 7. I warned him that it was a prodigious undertaking and that he was certain to be treated harshly. 8. He found the locket in the road, picked it up, put it in his pocket, and hastened away. 9. A neatly dressed lady handed the note to the porter and requested him to give it to the half-starved old man. 10. Did our¹ agent notify you that we cannot forward you the goods ordered by this gentleman on the 2d instant?

SUPPLEMENTARY WORD-SIGN EXERCISES

All sign words which are to be emphasized in each letter are given in italics. Each section of twenty-five words is clearly marked.

EXERCISE LI

PUH WORD SIGNS

Messrs. Prentis & Powers, Publishers,
Princeton, April 8, 1905.
Providence, R.I.

Gentlemen :

The *principal* thing that = we = are *particular* to = have in = large type is = the little sketch we = inclose, explaining = the *purpose* = of = the = book, which ¹ *probably* will *appear* in = the front = of = the = same as *part* = of = the = preface. We = *hope* it = will express clearly the *spirit* in = which = the ' book is placed before = the *public*.

¹ Agent and gentleman must be distinguished. Write the former with the halved *n*-stroke.

It = will = be = a *surprise* to = us if = the book does = not meet with instant approval by = the *people*! who have = the *opportunity* to = come into *possession* of = it, as = it has = been our *practice*, up to = the present = time, to = send = out only! = that = which = is interesting as = well = as instructive.

Any = further information in = regard to = the above we = shall gladly write = you *upon* application.

Yours = truly,

123 words.

H. C. PENFIELD & SON.

EXERCISE LII

BUH WORD SIGNS

Boston, Mass., February 8, 1905.

Mr. Albert C. Byers,
Buffalo, N.Y.

Dear = Sir :

Inclosed please = find plans = and specifications for = the structure *about* to = be erected on Main street in = your = city, just *behind* = the customhouse.

You = will! = *remember* that = one = of = the = main questions brought = forward at = the last meeting = of = the = Board = of = Directors was relative to = the *object* we = had! in = showing such = a large = *number* = of = ventilators *above* each floor.

By looking over = our drawings you = will = see that = we have = *been able* to! overcome = the *above objections* to = a great extent and, besides dispensing with = a great = many ventilators, we = have = placed them just where we = think = they! *belong*. The balance = of = the = plans we = *believe* have = not = *been* = the *subject* = of = criticism.

Hoping that our = plans will meet with = your approval, we! = are,

Respectfully = yours,

126 words.

BATES & BROWN.

EXERCISE LIII

TUH WORD SIGNS

Taunton, Mass., November 10, 1905.

Messrs. Titus & Treager,
Tiverton, R.I.

Gentlemen :

It = is our custom, from = *time* = to = *time*, to = send = *out* a = card to = the business = public calling *its* attention to new lines = of = goods = displayed *at* = our store, 10 and 12 South street.

You, as = a patron = of = the = house, need = not = be *told* that *what-ever* our statements as! = to quality = of = goods, *etc.*, they may = be depended upon as = the *truth*. Our attitude *toward* our customers for *ten* years has = always = been to! = *satisfy* them, and *until* some unforeseen event proves the contrary, we = beg to = *tell* = you that all favors will receive our prompt attention.

Thanking you! for past favors, and hoping to = have = the *satisfaction* of = a continuance of = your patronage, we = remain,

Yours = truly,

C. T. TINKER & SONS.

117 words.

EXERCISE LIV

DUH WORD SIGNS

Dedham, Mass., December 10, 1905.

Mr. David C. Dickens,
Malden, Mass.

Dear = Sir :

Some = time = ago you placed an order with = us for ten = tons = of = coal, at eight *dollars* per = ton, to = be delivered *during* = the month! = of = October.

Owing to = the long *duration* = of = the = coal strike, we = have = not = been able to = *do* as we *said*, for we = *did* = not! receive = a single shipment in October. *Had* it not been for = the above reason, your = order would = have = been filled long = ago, notwithstanding = the great! = *difference* in prices now existing and = those quoted you at = the =

time = of = purchase. We = have = *done* all in = our power to = overcome all obstacles, and = will = complete your = order at = the earliest possible moment.

Trusting you = will pardon = the inconvenience we = have unavoidably caused you, we = are, , Respectfully = yours,

123 words.

DUNCAN & DRAKE.

EXERCISE LV

CHUH WORD SIGNS

Chicopee, Mass., October 12, 1905.

Mr. J. W. Chase,

Secretary, Aid Society,
Charlestown, Mass.

Dear = Sir :

Knowing = the purpose of = your Society, and = its great aid in = the charity work of = your large city, I = desire to = call = your attention to = a case *which* = has recently been brought before = me.

A = woman and = a five-year-old *child* are living at 9 John street, in = very 'destitute circumstances, and = a visit from = your Society at = *such* = a time as = this would bring *much* cheer to = *each* of = them.

Upon investigation I = think = you = will = find = the above = case a = very worthy = one, *whichever* way you = may view it.

Yours = truly,

92 words.

CHESTER C. CHOATE.

EXERCISE LVI

JUH WORD SIGNS

Jackson, Ga., *June* 10, 1905.

Messrs. Jennings & Jones,

Jessup, Ga.

Gentlemen :

We = wish to inform = you that in = addition to = our *general* line = of = goods we = have = made a = great *change* in = our business and = have = *just* = received a = *large* stock of new importations in oriental furnishings appropriate for = a *gentleman's* reception = room.

You = can imagine how = readily they = will = be ' disposed of in = the month = of = *January*, and = we = would *suggest* that = a call at = our rooms would = be = of = mutual *advantage*. There = is = *danger* ' = of = the = whole = consignment being sold immediately, and = we = hope we may = be = able to = furnish you at = an early date with = a = good assortment ' = of = the = same.

If = you happen to = have *knowledge* of = a young = man = of = real *intelligence* and = good = address, who = would like to = make = a ' place for himself in = our business, we should = be = pleased to hear = from = you. We *acknowledge* that = we = have great = difficulty in securing *intelligent* salesmen.'

Hoping that = you = will favor = us with = an early response, we = are,

Respectfully = yours,

162 words.

O. Y. JAMETRI.

EXERCISE LVII

KUH WORD SIGNS

Kansas City, Mo., October 11, 1905.
Messrs. Kellog & Kreager,
Keokuk, Iowa.

Gentlemen :

We = desire to = *call* = your attention to = the inconvenience experienced by = us *because* = of = the = *difficulty* we = have with shipments = of = the = *common* building brick ' due on our *account*.

It = is = now *quite* *six* weeks since our Mr. = Brown *called* at = your office in = regard = to = this same = matter, and ' = *according* to = your promise then made to him, we *could* expect another car-load of = some *quality* within two weeks at = the latest. Up to ' = the time = of = writing not = a car has *come* into = our yard, and = we = have, with = the greatest = of = *care*, been able to fill but ' = a small = part = of = our = contracts.

We *cannot* = continue to = do business with you under existing = conditions, and, = unless orders are filled with = your *characteristic* ' promptness, *can* only say that = we = shall = be forced to discontinue our relations with = your firm.

Yours = truly, KELLY & COATES.

141 words.

EXERCISE LVIII

GUH WORD SIGNS

Green Bay, Wis., August 11, 1905.

The Gregg Elevator Company,
Grand Rapids, Mich.

Gentlemen :

Some = time = *ago* we = were in = your = city and = *together* went = over plans for = the = construction = of = elevators to = be installed in = our new office = building. Since = that = time we = have *again* = gone over = the plans you = *gave* = us and now find we = have *got* to = make many = changes in = their = construction to = *get* *good* service, owing to alterations that have = been made in = the interior = of = the = structure.

It = would = be = of = *great* assistance = to = us if = you = could *give* = us = a call here and = go over = the = entire ground with = us, thereby enabling us to = make = a speedy = decision as to = the = matters involved.

Yours = truly,

106 words.

GRIFFITHS & GRAVES.

EXERCISE LIX

RUH, UR, AND WUH WORD SIGNS

Rochester, N.Y., March 14, 1905.

Mr. Orville C. Rogers,
Raritan, N.J.

Dear = Sir :

We = *are* in = receipt = of = your order for = the temples to = be used on silk looms, and = will send you *word* as soon = as = they = *are* ready for shipment.

We = *are* aware that = a *rather* difficult problem surrounds = the art = of = silk weaving all = over = the = *world*, and = we *really* = believe that in = this temple of *Lord* Kenton we = have = found = the solution = of = it.

The temple is well adapted to any class = of = work,¹ whether *regular* or *irregular*, and = has met with great = success *wherever* = it = has been in = operation. You = may *read* of all = its strong = points in¹ = our catalogue.

Trusting = that *where* you = can you = will = favor = us with further orders, which = our *representative* will get off in = the = most prompt *way*,¹ we = are,

Yours = truly,

127 words.

RHODES & ORMOND.

EXERCISE LX

UM AND UMP WORD SIGNS

Memphis, Tenn., May 15, 1905.

Messrs. Miller & Miner,
Mansfield, Miss.

Gentlemen :

Your = letter = of = the = 12th instant to *Mr. Manning*, asking *him* to = recommend to = you *some* young = *man* thoroughly qualified to act as your stenographer,¹ has = been referred to *me* for answer.

I = *am* happy to say that few business *men* who have engaged a = *woman* as stenographer have = had¹ = an experience *similar* to = your own. It certainly is = not *impossible* to secure = a = competent female stenographer, and so far = as *my* observation goes I¹ = *must* say = that all young = *women* whom = I = have recommended in = the past have *seemed* to = give *most* satisfactory service.

However, as you *seem* to¹ know just what you need and = have *some* = convictions in = the = *matter*, I = shall = have two young = *men* call = upon you at = the = office of¹ = your *magazine* on Monday, at which time you = *might* avail yourself = of = the = opportunity to = give each = of = them a = trial. As both = of = these¹ candidates will = be persons well = known to *me* personally, you = can hardly make = a *mistake* in choosing either.

Respectfully = yours,

168 words.

MANNING MORTON.

EXERCISE LXI

UM AND UMP WORD SIGNS — CONTINUED

Mr. Emery G. Mason,
Boston, Mass., November 14, 1905.
Manchester, N.H.

Dear Sir:

I wish once *more* to call your attention to the *improvement* which *somebody* has *made* in the *immediate* vicinity of your property at Marion, Mass.¹ This *matter*, to *my mind*, is of great *importance* to you as well as to me, as I *may* have *remarked* in *my* former letter,¹ to which I have received no answer.

If it *seems* to you that these *improvements* are of a *somewhat important* nature and sufficiently so to warrant you in paying your share of the *sum* which has been expended, you *may* send your check for an *amount* which you consider just.¹ The total cost has been \$420.

Trusting that the above will appeal to you as a fair statement of the *matter*,¹ I am,
Yours respectfully,

127 words.

A. J. MANTON.

EXERCISE LXII

UN AND UNG WORD SIGNS

Mr. Norman Cunningham,
Norwich, Conn., November 14, 1905.
Newton, Mass.

Dear Sir:

We *send* you herewith a circular from *one* of our correspondents in *England*, relative to the establishment of a plant for the manufacture of cotton¹ machinery at Nottingham. In our *opinion*, any *one* having money on *hand* could *not* do better than to buy the stock of this *young* corporation,¹ as we *know* of *no* more reliable and progressive set of men than those connected with this company. Another *thing* in this circular that has impressed us as a practical claim is the fact that the *English* market offers cheap labor and reduced cost of raw material; hence their saving¹

in = the = cost = of = production will enable them to = sell = their machinery at = a price which = is = considerably *under* = our *own* *in* = this = country and still leave = a margin to = declare a = liberal dividend. While we = do = *not* wish to *influence* you unduly *in* = this = matter, we = think = that we have *never* before *known* of = a proposition of = such = a *nature* as to justify = us *in* = calling your attention to = it.

If = you = should = decide *in* = the *near* future to invest money in = this enterprise, we should = be = pleased to = have = you use our name *when* corresponding in = reference to = the = matter.

Yours = respectfully,

202 words.

NEAL & UNGLAUB.

EXERCISE LXIII

UN AND UNG WORD SIGNS — CONTINUED

Boston, Mass., January 15, 1905.

Mr. Nathan Norcross,

New London, Conn.

Dear = Sir:

I = am = going to hold *another* sale = of = about *one-hundred* choice water colors and oil paintings at = my studio. These may = be *seen* on exhibition the afternoons = of = *next* week, these being = the *only* = times *when* = I = shall = be *in* = attendance. *None* = of = these pictures have = ever = been shown at *any* previous public exhibition, *nor* = have = they been viewed by *any* but my closest friends, *notwithstanding* some = of = them have = had most favorable = comment from *influential* persons.

I = trust that I = may see = you some afternoon *next* week *unless* = that = time proves to = be entirely unsatisfactory to = you, in = which = case I = shall take great = pleasure *in* = showing them to = you *in* private.

From reliable sources I = have = the *information* that our New = Haven friends *went* on = their long-expected tour to = Europe last week. As *neither* = of = them has = been there for = the past two years, we = may look for = *one* or two masterpieces upon their return.

Sincerely = yours,

159 words.

NILES F. NAY.

EXERCISE LXIV

THUH WORD SIGNS.

Bath, Me., September 12, 1905.

Messrs. Thurston & Co.,

New = York = City.

Gentlemen :

Within = the last *three* weeks we = have disposed = of = about = one = *thousand* copies of = your two publications *without* much effort on our = part, and = *thought*! = you would like to hear = of = our success with = these books. We = *think* = that = *this* is = a very = good showing for = the very short = time! they have = been before = the people, and = *there* = is = no = doubt that = *those* = who do = not yet possess *either* of = *them* can = do no better! = *than* to avail themselves of = *this* opportunity to secure one = of = these volumes ; *then* we = *think* = they will desire = the *other*.

Though we = shall probably! keep = you informed of = our success from = time = to = time, we = take = *this* = occasion to = express our *thanks* for = the friendly interest you have shown! toward = us.

Yours = truly,

127 words.

THADDEUS LEATHERBEE & CO.

EXERCISE LXV

SUH, ZUH, SHUH, AND ZHUH WORD SIGNS

San Francisco, Cal., December 22, 1905.

Mr. Osgood S. Fisher,

Sacramento, Cal.

Dear = Sir :

Your = letter *was* = received = the *first* of = this week and = *has* = had our *usual* attention.

We = *shall surely use* all our influence in aiding you! in = the *establishment* of = your headquarters in = this = city. The feasibility of = your proposition, which = *is so* clearly stated in = your = letter, appeals to = us!

strongly and = we = have = no = doubt = of = the = ultimate *issue* = of = the = plan.
We = feel = confident that here = *is* = a good = field for = your line! = of =
work, and = would = say that if = the *use* of = our name in = connection
with = this = matter will = be = of = assistance to = you, it = will! = give = us
pleasure to = have = you *use* it, *as* Mr. = Smith *has* = always felt grateful
to = *his* benefactor.

Trusting = that = you = will meet with such! = success *as* you deserve,
we = are,

Yours = truly,

131 words.

C. F. SHELBY & SONS.

EXERCISE LXVI

LUH AND YUH WORD SIGNS

Lancaster, Penn., July 15, 1905.

Messrs. Lewis & Elgin,

Lebanon, Penn.

Gentlemen:

Your = letter asking for particulars in = regard to = the sale of = the
house = and = land now in = the hands = of = the = Builders' Loan Asso-
ciation has! = been received.

The property itself is *well* located in = the best residential section
of = this = city, and = *will* let for not less than fifty dollars! = per = month.
The house *alone* is *held* at \$5000 and = is = worth = the amount required
for purchase, and although of late perhaps not! = kept up to = the usual
standard, a = very = *little* outlay *will* restore it to = its original state.
We *hold* that = a better investment could = not! = be = found, and inclose
photograph and plans = of = the = dwelling, showing style = of = archi-
tecture, etc.

We = think it = would = be to = *your* advantage to = come! = into posses-
sion of = this piece = of = real = estate, and should = be = glad to *learn* that =
you desire to negotiate with = us immediately in = regard = to! = this =
matter.

Respectfully = yours,

152 words.

WILLIAM LEITER & SONS.

EXERCISE LXVII

FUH AND VUH WORD SIGNS

Boston, Mass., *February 11, 1905.*

Mr. Frank C. Vance,
Fitchburg, Mass.

Dear Sir :

It is a *fact* that *after* this month we shall change our present location for larger quarters and shall occupy *over half* of the building at 100 Summer street. *However*, in *several* days *after* our removal we shall be ready for business, and intend to *follow* along our old lines; besides, *from* now on, carrying *even* a *full* stock of *everything* pertaining to *phonography*, as we *very often* have had calls for supplies in the past by persons interested in that kind of work.

If you are *ever* in the market for any of the above supplies, we shall not *forget* to show you *every* attention, and trust you will bear us in mind for some future occasion.

Yours respectfully,

119 words.

LOVELL & FOLEY, STATIONERS.

EXERCISE LXVIII

COALESCENT AND DIPHTHONG WORD SIGNS

Winthrop, Mass., November 19, 1905.

Messrs. Watts & Yale,
De Witt, Utah.

Gentlemen :

Last summer, when we were traveling through the West with Cook's personally-conducted tour, Mrs. Watson and I were delighted by what we saw going over Georgetown Loop and the mountains beyond.

Would you like to purchase for us a good set of photographs of this section of the country, and let us know how much we are indebted to you for them?

We = found = the trip both interesting and instructive, and are saying to all our = friends who have = not *yet* taken this glorious trip, "All *ye* who = are worn = and weary cannot = do better = than visit = the wild and woolly West."

Sincerely = yours,

103 words.

THOMAS G. WATSON.

EXERCISE LXIX

TICK WORD SIGNS

Boston, Mass., September 19, 1905.

Mr. Jacob Jackson,

Wellesley, Mass.

Dear = Sir :

We = have *already* called = the attention *of* = our Mr. = Marsh *to* = the = matter about = which you have written us, and = *he* will surely call *on*! you at = your office in = a day *or two*. If = *he should* = not = be = able *to* = do = so this trip, we = will = promise you that! = *he* = will see = you *before* = the = end = *of* = the = next visit in = your vicinity.

He = is a = man whom = you = can trust with = a list! = *of* = those = *who owe* = you large bills, and = we = feel sure, *too*, that = you = will = find him *all* = that = we = have claimed for = him in! = the = way = *of* = ability *to* = make prompt collections.

We = wish you *to* = feel free *to* use his services for = the work which = is so pressing, *but* = we request that = you do = not detain him more = than = a week. He *ought* to = be = able to accomplish much in = that = time.

We! = feel that = you = are = not likely *to* = repose *too* = much = confidence in him, as we = have always found him most deeply absorbed in = his = work, and thoroughly devoted *to* = the interests *of* = his employers.

Yours = respectfully,

184 words.

JOHNSON & WHIPPLE.

GENERAL DICTATION MATTER

THE NORTH STORY OF HOW THE ROBIN GOT ITS RED BREAST

Long ago, in the far north, where it is very cold, there was only one fire. An old man and his little son took care²⁸ of this fire and kept it burning day and night. They knew that if the fire went out all the people would freeze and the⁸⁰ white bear would have the north land all to himself.

One day the old man became very ill, so that his son had everything to⁷⁶ do. For many days and nights the boy bravely took care of his father and kept the fire burning. But at last he got so¹⁰⁰ tired and sleepy that he could no longer walk.

Now the white bear was always watching the fire. He longed for the time when he¹²⁵ should have the north land all to himself. When he saw how tired and sleepy the little boy was he stayed close to the fire¹⁶⁰ and laughed to himself. One night the poor little boy could keep awake no longer and fell fast asleep.

Then the white bear ran as¹⁷⁵ fast as he could and jumped upon the fire with his wet feet and rolled upon it. At last he thought it was all out,²⁰⁰ and went happily away to his cave.

But a gray robin had been flying near and had seen what the white bear was doing. She²²⁵ waited until the bear had gone away. Then she flew down and searched with her sharp little eyes until she found a tiny live spark.²⁵⁰

For a long time she patiently fanned this spark with her wings.

Her little breast was scorched red, but she did not give up. After²⁷⁵ a while a fine red blaze sprang up. Then she flew away to every hut in the north land. Everywhere that she touched the ground³⁰⁰ a fire began to burn, so that soon, instead of one little fire, the whole north land was lighted up.

Now, all that the white³²⁵ bear could do was to go further back into his cave and growl. For now, indeed, he knew that the north land was not all³⁵⁰ for him.

And this is the reason why the people in the north country love the robin. And they are never tired of telling their ⁸⁷⁵ children how it got its red breast.

From Flora Cook's *Myths*.

382 words.

THE SPONGE

"What is a sponge? Can you tell me, May?"

"No, Miss Hall," said May. "I use my sponge every day, but I have never thought ²⁵ how it is made. Let me think. Do men make sponges as they do cloth and many other things?"

"No; people used to think a ⁵⁰ sponge was a plant, but that is not true. It is a little animal."

"An animal! How very strange! Where is its home?"

"Its home ⁷⁵ is in the great ocean. The sponge comes from an egg. When it is hatched the baby sponge sends out little hairs which help it ¹⁰⁰ to move about in the water. As the baby has no eyes, it does not know where it is going and often gets a hard ¹²⁵ bump."

"Oh, Miss Hall, has the poor baby a head, ears, legs, tail, or arms?"

"No, May," was the answer, "it has none of those ¹⁵⁰; but it has a hole called a mouth. Soon it settles to the sea bottom. With its mouth it fastens itself to something and never ¹⁷⁵ moves from that spot."

"The sponge has hard and soft parts. The hard part is called its skeleton, and it is this part of the ²⁰⁰ sponge which we use. The soft parts were like jelly and have been taken out. When the sponge was alive all the holes were filled ²²⁵ with the jelly."

"Sponges are not all of the same form. Some are cup-shaped, some pear-shaped, and some have many branches. There are ²⁵⁰ some as large as a man's head, and others no larger than an egg."

"Men fish for sponges, and divers go into the water and ²⁷⁵ tear them from the rocks."

"When they are taken out of the ocean they are thrown into large tanks of water. Then all the soft ³⁰⁰ parts are beaten out. The skeletons are washed and dried in the sun."

"How many strange animals there are in the ocean," said May, "and ³²⁵ what a strange picture the sea bottom would make!"

334 words.

From Strong's *All the Year Round* — *Winter*.

THE BLUE JAY

No bird can be so noisy when he tries, or so silent when he thinks best, as the jay. If he is stealing or thinks ²⁵ he may be suspected of any wrong, he slips off through the branches so quietly that, unless you catch sight of the splendid blue and ⁶⁰ white of his dress, you will hardly know what he is.

But if he is with two or three jolly friends and the weather is ⁷⁵ pleasant, he fills the woods with his screams and calls. They are not sweet sounds, but are not unpleasant to hear, particularly in winter, when ¹⁰⁰ few birds are here. Some are like a hawk's cry, and some like an ungreased wheelbarrow.

While the jay is making these sounds he often ¹²⁵ hops up the tree, from one branch to the next, or accompanies his cries with an odd motion of his wings and tail. He is ¹⁶⁰ a good deal of a clown, and as a pet, amusing. He learns to speak a few words, which is a great thing in a ¹⁷⁵ bird.

It is not safe to leave valuables about where he can reach them, for he is a great collector. When he is free he ²⁰⁰ gathers acorns and chestnuts and stores them in hollow trees.

The jay has without doubt planted many trees where they would not otherwise have been ²²⁵ found; for he drops the nuts as he flies off with them, and if they fall into good soil the jay's children's children long after ²⁵⁰ may gather fruit from the trees that will spring up.

The jay's neighbors do not like him particularly, for he has one very bad habit. ²⁷⁵ He cannot resist egg hunting. But for this he might not be regarded with disfavor, for he sometimes renders good service. In fact, when an ³⁰⁰ owl comes into the woods the jay is often the first to discover him and announce his presence to the other birds.

The jay is ³²⁵ closely related to the crow in this country, and in Europe to the jackdaw and magpie. The whole family are talkative, bustling birds, very light- ³⁵⁰ fingered we should call them if they had fingers, but for all that they are amusing, and we should miss them if they were gone. ³⁷⁵

From Stickney's *Bird World*.

THE SPARROW AND THE CAT

A sparrow was sitting on the top of a fence singing a sweet little song. An old cat heard him, and came down that way.²⁵ When the sparrow saw her he flew up into a tree. The old cat came under the tree and looked up at the sparrow, and ⁶⁰ the sparrow looked down at the cat.

"What makes you kill poor little birds?" the sparrow said at last.

"What makes you kill poor little ⁷⁵ bugs?" asked the cat.

"Why, I must have something to eat," said the sparrow.

"So must I," said the cat.

"But you can eat mice ¹⁰⁰ and ever so many other things," said the sparrow.

"And you can eat crumbs and seeds," said the cat.

"I can't always find those," said ¹²⁵ the sparrow.

"I can't always find mice," said the cat; "and besides I like a bird now and then for a change."

"Well, you can't ¹⁵⁰ have this bird," said the sparrow; and away he flew to another field.

From Turner's *Easy Stories*.

163 words.

WHAT HAROLD DID

Harold is a little boy who always wants to do what he sees other people do. One day he saw his father wind up the ²⁵ clock and set it. "I think I could do that," he said to himself.

A few days afterwards, when there was no one in the ⁵⁰ room, he made up his mind to try. He climbed up on the table, reached up, and opened the door of the clock. Just as ⁷⁵ he did so the clock struck. The sound startled him, it was so near and loud, and he sprang quickly back and fell to the ¹⁰⁰ floor. His cries soon brought his mother to the room. How frightened she was when she saw him!

"What is the matter, dear?" she said ¹²⁵ as she took him up.

"I was going to wind up the clock and it struck me," answered the little boy. His mother laughed and ¹⁵⁰ said, "Don't try to wind up the clock again, Harold, till you can reach it without standing on the table."

From Turner's *Easy Stories*.

170 words.

WHAT THE SLATE WISHED

The schoolroom was very quiet, for all the children had gone home. The sun had set some time before, and there was only a faint²⁵ light in the room. A reading book and a slate lay side by side on Harry's desk. He had forgotten to put them away. All⁶⁰ at once the reading book said, "Well, Slate, if I could n't spell any better than you can, I would try very hard to learn. Now,⁷⁵ you never see a misspelled word on my pages, but I see three words spelled wrong on you."

"I can't help it, Reader," said the¹⁰⁰ poor slate. "It's no fault of mine. You see that careless little Harry does make me spell so that I really feel ashamed of myself.¹²⁵ A little while ago Mary White had me, and she only made me spell one word wrong all the time she kept me. And then¹⁵⁰ you ought to see the answers Harry makes me give to the examples he has to do in arithmetic! Oh, dear! I do wish the¹⁷⁵ teacher would give me back to Mary White."

183 words.

From Turner's *Easy Stories*.

FEATHERS AND FUR

Little Polly Patterson was dressed in her new winter suit to go out shopping with her mamma. Her hat was trimmed with pretty feathers, her²⁵ cloak had a border of white fur, and she carried a white fur muff. She knew that she looked well, and she wanted her grandpapa⁶⁰ to see how pretty she was in her new suit. She went close up to him and said, "See, grandpapa; don't I look nice?"

Grandpapa⁷⁵ lifted his hands and said: "Dear me! who is this dressed all in feathers and fur? Is this Polly?"

"Yes, sir," said Polly, with a¹⁰⁰ smile.

"And where did these fine things come from?" asked grandpapa.

"Oh, they came from Mr. Brown's store down on Broadway," said Polly.

"They had¹²⁵ to come a good many thousand miles to get there," said grandpapa.

"Did they?" asked Polly.

"Yes. In the first place somebody away off in ¹⁶⁰ Asia or Africa had to catch an ostrich and pull out some of his feathers. The feathers were sent across the ocean before Polly could ¹⁷⁵ have them on her hat. And somebody up at the far north had to catch a white fox or two and send his fur over ²⁰⁰ rivers and mountains before Polly could have a muff and a border around her coat."

"Is this a true story that you are telling, grandpapa?" ²²⁵ asked Polly.

"Yes, 't is a true story. What do you think about it, Polly?" said grandpapa.

"I'm too little to think about such big things," ²⁵⁰ said Polly.

"Well, what can little girls think about?" asked grandpapa.

"Oh, they can think how nice it is to go shopping and buy candy!" ²⁷⁵ said Polly. "I'll buy you some to-day if you'll give me the money." Grandpapa made a funny face at Polly; but he gave her ³⁰⁰ a ten-cent piece.

Then Polly went shopping; but she did think also about the ostrich that had worn her pretty plumes in the hot ³²⁵ desert, and the white fox with big bright eyes, a pointed nose, and a bushy tail, and she asked her grandpapa to tell her more ³⁵⁰ about them. She knew that no amount of money could have bought the fur if there had been no white fox that needed it first ³⁷⁵ to cover every part of its body, even to the soles of its feet.

From Stickney's *Earth and Sky*.

388 words.

THE OYSTER

When we see the oyster and its shell house it is hard to believe that it came from an egg. The egg is very small.²⁵ After being sent into the water, the wee baby in it begins to grow. It has a perfect little shell when it is hatched.

The ⁶⁰ baby oyster is a lively little fellow, and for two or three days after it is born, swims about like a young fish. Then it ⁷⁵ settles down for life by fastening itself to an old shell or rock on the sea bottom. Many of these little oyster babies do not ¹⁰⁰ live to be grown oysters. They are swallowed by other sea animals.

The oyster's shell is not pretty. You can see the layers as they¹²⁵ have been built up, and its age is known by the lines of growth and also by its size. The oyster is fit for food¹⁶⁰ when it is four or five years old.

The shell has two covers joined by a hinge. Shells that have two parts are called bivalves.¹⁷⁵ The oyster can open and close its shell. It will close it at the least noise.

The shell is fastened to the sea bottom by²⁰⁰ one of the valves, so this valve is larger than the other. There is a spot on the white lining of each valve. It is²²⁵ near the middle of the valve and is a dark purple. The oyster has a strong muscle which is fastened to the shell where you²⁵⁰ find the purple spots.

It breathes with gills. The mouth is at the smaller end near the hinge. The gills and mouth have little hairs²⁷⁵ all around them. These keep moving and breathing when the shell is open. They push the water into the mouth.

Sometimes oysters are found together³⁰⁰ in large numbers. They cover the bottom of the sea for miles and miles. These places are called oyster beds.

A bird called the oyster³²⁵ catcher, the starfish, and the crabs are their enemies and destroy great numbers of the oysters.

341 words.

From Strong's *All the Year Round*—*Winter*.

DEW.

Farmer Davis was going to the orchard very early one morning to gather apples. The night before, he said to his little grandson who was²⁵ visiting him, "Edward, should you like to go with me in the morning?"

"Yes, indeed!" said Edward; "please don't forget to call me."

His grandfather⁵⁰ did not forget, but called him at five o'clock. As they walked across the large yard, Edward said, "Oh, grandpapa, my feet are very wet!"⁷⁵ I did not know that it rained last night."

"It did not rain," said his grandfather. "It is the dew which has wet your feet."¹⁰⁰ See how the dewdrops sparkle when the sun strikes them!"

"They look like millions of diamonds," said Edward. "The grass and flowers are covered with ¹²⁵ them."

"Yes," said his grandfather, "the flowers and grass enjoy drinking the fresh, cool water."

"But how did these drops come?" asked Edward.

"The earth ¹⁵⁰ gets its heat from the sun, not from the air," said his grandfather. "The earth and all kinds of plants give off their heat. So ¹⁷⁵ at night, when there is no sun to give them more, they grow cold."

"When the air, which is full of vapor, touches the cold ²⁰⁰ plants and grass, the vapor is changed into little drops of water, called dew."

"How is it, Edward, that there are drops of water on ²²⁵ the outside of a pitcher of ice water?" asked his grandfather.

"I think I see now," said Edward. "The warm air in the room holds ²⁵⁰ vapor; but when it strikes the outside of the cold pitcher, this vapor is changed into drops of water. But do you know, grand-papa, I ²⁷⁵ used to think those drops came through the pitcher?"

His grandfather laughed, and said, "You are not the only one that has thought that."

From Strong's *All the Year Round*—*Winter*.

299 words.

ROBERT VISITS THE PIGS

"Can I help you about anything this morning?" asked Robert of James, as he strolled out into the barnyard after breakfast.

"I am going to ²⁵ feed the pigs," said James. "You may go with me if you like."

Robert did not seem very much pleased with this invitation, and, as ⁵⁰ James looked surprised, he said:

"I do not like pigs, they are so dirty. Besides, they are always squealing, and they live in such a ⁷⁵ disagreeable place under the barn."

James smiled. "Come with me and see our pigs," he said; "perhaps you will like them better than you think."¹⁰⁰

James had a large wheelbarrow with him, and on the way he stopped in a fine field of clover and cut enough of it to ¹²⁵ fill the wheelbarrow to the very top. Robert helped him pile up the clover, and he would have liked to wheel the barrow, but it ¹⁶⁰ was too heavy for him.

They passed on into another field where Robert saw a row of little houses. Each little house had a yard ¹⁷⁵ inclosed by a board fence, which was not too high for Robert to look over.

In the first yard was a fine, large sow and ²⁰⁰ six clean little pigs, — four of them white, and the other two black and white. They were frisking around their mother and playing almost as ²²⁵ prettily as young puppies. There was space enough in the yard to give them plenty of room for their frolic.

Robert was so delighted with ²⁵⁰ them that he wanted to feed them, and James let him put an armful of the sweet clover into the yard. "I have fed them ²⁷⁵ once this morning," said James. "They had their regular breakfast before I had mine, which was very early."

Robert went on to the next yard ³⁰⁰ where a large hog was lying contentedly in the sun. He gave a cheerful grunt as if to say "thank you," when James threw some ³²⁵ clover over the fence.

"Here, old fellow, are some acorns!" said James, as he took a handful from his pocket and flung them over into ³⁵⁰ the clover pile. "That's right. Hunt them up!"

Robert laughed to see what a good time the hog was having. As he went on he ³⁷⁵ saw that all the yards were clean and so were the pigs. There was a trough of fresh water in each yard, and another trough ⁴⁰⁰ for the food.

"I thought all pigs were dirty," said Robert.

"No, indeed!" said James. "They like to be clean and to have room to ⁴²⁵ run about. They need to root in the earth and roll in the mud, but they prefer clean earth and clean mud to the filthy ⁴⁵⁰ stuff they often get."

"There's a great difference in mud," said Robert, in such a wise way that James laughed.

From Eddy's *Friends and Helpers*.

THE EAGLE

It is hard to tell just how the bald eagle came to be our national emblem. It certainly is not from the character of the ²⁵bird, for he is a sort of tramp, and sometimes even a thief. I think it must have been from his splendid power of flight,⁶⁰ and the fine appearance he makes when he is soaring high in the sky. An eagle with his great wings outspread looks so majestic and ⁷⁵so powerful that he might easily, in such an attitude, represent the power and greatness of a nation.

Watch a bald eagle getting his dinner,¹⁰⁰ and much of your respect for him will vanish. If he does not steal it, he picks it up here and there like a street ¹²⁵dog, — a dead fish by the shore of a lake, or a dead lamb which the dogs have killed. He often watches an osprey or ¹⁵⁰fishhawk till he sees him catch a fish, and then chases him till the hawk with a scream of disappointment drops the meal for which ¹⁷⁵he has worked. The eagle picks it up and enjoys the ill-gotten food.

Let us try to gain for our national emblem such a ²⁰⁰reputation that people will think only of the power and majesty of the eagle and forget his lazy and thievish habits.

From Stickney's *Bird World*.

221 words.

THE ROBIN

Long before you are awake the robins have had a morning meeting, sung a very jolly chorus, visited two or three cherry trees, and by ²⁵the time you have breakfasted and come out to play they are taking a second meal on the lawns.

Watch one for a moment and ⁵⁰then try to tell how he looks. He is larger than a sparrow, nearly twice as large; his bill is longer, sharper, and is bright ⁷⁵orange in color.

Robin's head is wholly black, not patched like that of the sparrow; his back is brown, and his breast much the color¹⁰⁰ of your Jersey cow.

Instead of squabbling and scratching in the middle of the street or flying off in flocks to houses or tree tops,¹²⁵ he stands straight and dignified, his plump breast showing clearly against the green grass, or runs a few steps and then draws himself up stiffly ¹⁵⁰again.

Fruit is very dear to the robin. Cherries in summer, strawberries in spring, and cedar berries in winter. But when you see him on ¹⁷⁵ the lawns he is hunting for food which only a fish would care to share with him. He braces himself on his feet and pulls ²⁰⁰ and pulls till the poor worm he is seeking has to let go, and after some hard pounding by robin's sharp bill it is carried ²²⁵ off to the nest for the little ones, or gulped down by robin himself.

Mr. James Russell Lowell calls the robin's nest "an adobe house." ²⁵⁰ Perhaps some of you have read how people in Colorado build houses of dried clay which bakes in the sun. This is called adobe, and ²⁷⁵ both the robin and the swallow know how to build in this fashion.

Four eggs of "robin's egg blue," laid early in May, hatch into ³⁰⁰ very ugly and very hungry youngsters. Their big yellow mouths are opened wide whenever the mother or father comes near. These parents are kept busy ³²⁵ all day and every day for a fortnight till the young birds grow big, till feathers cover their naked little bodies, and one of them ³⁵⁰ steps to the edge of the mud nest and looks out.

This is an anxious time for the parents. Soon the boldest youngster tries his ³⁷⁵ wings and makes for a neighboring twig. If he misses it and flutters down to the ground, the parents fly back and forth, making a ⁴⁰⁰ great outcry which collects many other birds. If no cat comes prowling about, the little one tries again and perhaps gets safely off, but often ⁴²⁵ a bunch of gray feathers tells the sad story of his short life.

When the young birds who escape all the dangers from cats and ⁴⁵⁰ hawks are strong enough to find food for themselves, the parents build another nest and rear another brood. Meanwhile the first brood flies each night ⁴⁷⁵ to some neighboring grove, where they are joined by other young robins from miles around. The birds assemble in such numbers that the pattering of ⁵⁰⁰ their wings on the leaves, while they are arranging their places for the night, sounds like falling rain.

Not only do the young birds come ⁵²⁵ to these "roosts," as they are called, but father-robins also, who cannot help their wives after sunset, join their children, or perhaps show them ⁵⁵⁰ the way.

THE COAL FORESTS

Try to imagine yourself in a forest years and years ago. You will not meet any one, for this was long ago when the world ²⁶ was young, and before man came to live on this earth of ours. It is a strange forest that we are about to enter. There ⁵⁰ is no winter there; the trees grow all the year round.

You know how your plants at home grow and bloom in the hot days ⁷⁵ of July. All the days are warm July days in this forest. The ferns are as large as our trees. It is a dense forest, ¹⁰⁰ for every little seed falling into the warm mud below sprouts and is soon a large tree. Do you think that much sunlight could pierce ¹²⁵ through the many branches? You are right; it could not, and it is dark and gloomy among these great trees.

Hark! Is that the chirp ¹⁵⁰ of a robin? No! Here we have trees without birds, a forest without a song, for there are, as yet, no birds upon the earth. ¹⁷⁵ The only sounds to break the stillness are the hoarse croaking of a strange frog and the chirp of a grasshopper.

Here we meet our ²⁰⁰ old friends, the pines and the firs, and see the well-known cones waving among the branches. We can find plenty of water plants and ²²⁵ ferns, but not one flower or bright berry.

The trees spring up quickly in the soft, warm mud. The leaves come, fade, and fall just ²⁵⁰ as quickly. The trees, with their roots in mud, are easily blown down. They are then buried in the water, and partly decay. This matter ²⁷⁵ becomes packed so closely that it turns into peat.

Hundreds and hundreds of years pass; tree after tree springs up, reaches its height, dies, and ³⁰⁰ decays in the dark below.

Let us come away from the forest now, for a strange thing is about to happen.

Look! Do you see? ³²⁵ A flood has covered the place where we stood such a short time ago. The beautiful great trees have fallen upon the soft bed of ³⁵⁰ mud where their parents and grand parents have lain for hundreds of years.

Now the mud and sand are settling upon them, forming shale and ³⁷⁵ sandstone. These press heavily upon the beautiful old trees.

After many years the water will disappear and a new forest will spring up. It will ⁴⁰⁰ grow, and then again the same thing will happen.

The weight becomes greater and greater as these layers are formed. The trees are packed more ⁴²⁵ and more tightly until they become one solid mass, called coal.

From Strong's *All the Year Round* — *Winter*.

436 words.

THE SHIP OF THE DESERT

The home of the camel is in Arabia. In that country there are many miles of sandy desert.

We use ships to carry goods and ²⁵ men across the sea; in Arabia the camel is used to carry goods and men across the sand. He carries heavy loads over the scorching ⁵⁰ deserts, and for this reason he is called the Ship of the Desert.

No horse or donkey could tread where the camel does. Their hoofs ⁷⁵ would sink in the loose, dry sand. But the foot of the camel is like a broad pad or cushion, and it spreads out as ¹⁰⁰ he puts it down, so that it neither slips nor sinks. It has also a very thick sole to protect it from the burning heat ¹²⁵ of the sand.

The camel is able to go for a long time without food or water. He can do this because he carries with ¹⁵⁰ him a supply of both. The hump on his back is a large lump of solid fat, which the camel is able, in some strange ¹⁷⁵ way, to use as food. He does not bite it or take it into his mouth, but it wastes away and grows smaller and smaller ²⁰⁰ when he is making a long journey with little to eat. If the poor camel is starved, his back becomes quite flat.

The camel stores ²²⁵ up a supply of water in his two stomachs, a part of which is lined with masses of cells. When the camel drinks he fills ²⁵⁰ these cells, keeping the water in them for future use, so that he is not thirsty again for a long time.

The camel's sense of ²⁷⁵ smell is very acute. It is said that he can detect water long before it is in sight.

When he is carrying a burden across ³⁰⁰ the wild, barren places where no green thing grows he is fed with a few dates, beans, or

cakes. Sometimes he finds a dry thorny⁸²⁵ plant to browse upon, but when other food is gone he must depend upon his hump.

In a caravan there are often thousands of camels.⁸⁵⁰ Without them, merchants could not send their goods across the desert, for no other animal could endure so long a journey under such conditions.

374 words.

From Eddy's *Friends and Helpers*.

THE OWL

No one can mistake an owl. In every country where owls are found (and they are found nearly everywhere) their wise-looking, solemn faces are²⁵ well known. What is it that gives the owl this look, so grave that we have the saying "wise as an owl"?

Look at the⁶⁰ picture and notice that the eyes are placed far forward, and that around each large eye is a broad circle or disk of flat feathers.⁷⁵ These circles of feathers make the eyes seem even larger, and go far toward giving the bird its solemn look.

An owl's beak and claws¹⁰⁰ are curved and strong. They resemble those of another family which includes the hawks and eagles, who also live by violence.

Hawks, if they are¹²⁵ robbers, are at any rate like the robber barons of old, dependent on their strength and swiftness as much as on surprise. The owl is¹⁵⁰ more like a stealthy thief, and his success depends almost wholly on silence and secrecy. Twilight is his favorite time, or moonlight nights. His feathers,¹⁷⁵ moreover, are edged with such soft down that an owl might pass directly over your head and you would hardly hear it.

Think of the²⁰⁰ whistling of a pigeon's wings and you will see how remarkable this silence is. Here is, then, the secret of the owl's success, — broad, powerful²²⁵ wings on which he relies for stealthy, noiseless flight; large eyes, like a cat's, which gather up all the dim light; and sharp, strong claws²⁵⁰ which seize and tear his victim. An owl is a cat on wings.

It was long believed that an owl could not see by day,²⁷⁵ and that he hunted on the darkest nights. Probably neither statement is true. The owl can see as well, if not better, in the daytime³⁰⁰ than we can;

but if there is no light he cannot see at all. Why does he hide by day, you will ask, in the ⁸²⁶ barn or belfry, or in the hollow tree, and only come out at dusk?

If a pickpocket had a certain mark by which every one ⁸⁵⁰ knew him the moment he appeared, it would be easy to avoid him, and he would probably have to get his living by honest work ³⁷⁵; the owl is known the moment he is seen, and the fuss the little birds make when he happens to appear in the daytime would ⁴⁰⁰ warn his victims and keep him hungry till he starved.

No one who has seen an owl surrounded by a crowd of furious birds scolding ⁴²⁵ and flying excitedly about can forget the scene. It seems as if they were calling him "rascal," "thief," and "murderer." Sometimes a cheerful little chickadee, ⁴⁵⁰ looking over an apple tree, puts its head into a hollow trunk, and instantly his feathers bristle, and he calls loudly to his friends, "There's ⁴⁷⁵ an owl in here! there's an owl in here!"

They answer in the greatest excitement, and all the birds round about come to peer in ⁵⁰⁰ at the villain. You can imagine, therefore, that the owl does a better business, and leads a more peaceful life, if he puts off his ⁵²⁵ tour of the orchard till evening.

531 words.

From Stickney's *Bird World*.

MUSIC-POUNDING

Oliver Wendell Holmes

I have been to hear some music-pounding. It was a young woman, with as many white muslin flounces round her as the planet Saturn ²⁵ has rings, that did it. She gave the music stool a twirl or two and fluffed down on to it like a whirl of soapsuds ⁵⁰ in a hand basin. Then she pushed up her cuffs as though she was going to fight for the champion's belt. Then she worked her ⁷⁵ wrists and hands, to limber 'em, I suppose, and spread out her fingers till they looked as though they would pretty much cover the keyboard, ¹⁰⁰ from the growling end to the little squeaky one. Then those two hands of hers made a jump at the keys as if they were ¹²⁵ a couple of tigers coming

down on a flock of black and white sheep, and the piano gave a great howl as if its tail ¹⁶⁰ had been trod on. Dead stop — so still you could hear your hair growing. Then another jump and another howl, as if the piano had ¹⁷⁵ two tails and you had trod on both of 'em at once, and then a grand clatter and scramble and string of jumps, up and ²⁰⁰ down, back and forward, one hand over the other, like a stampede of rats and mice more than like anything I call music. I like ²²⁵ to hear a woman sing, and I like to hear a fiddle sing, but these noises they hammer out of their wood and ivory anvils ²⁵⁰ — don't talk to me; I know the difference between a bullfrog and a wood thrush.

265 words.

From Hyde's *Speaker*.

A TRAPPER'S STORY

One day a trapper, whom we will call Beaver Jim, was sitting upon the bank of one of the frozen rivers of the West. He ²⁵ had had a long journey on skates, and was now resting, while his skates lay on the ground near him. Suddenly, without any warning, he ⁵⁰ was surrounded by a crowd of yelling Indians. His quick eye at once saw that they were on the war path, and that they belonged ⁷⁵ to a tribe that was strange to him. He knew that his life hung upon a thread; many an arrow was fitted to the string ¹⁰⁰ and several tomahawks were raised near him. He never flinched or showed the least sign of fear, but, addressing them in a mixture of Indian ¹²⁵ tongues, he asked why they were upon his hunting-grounds. One of the tribe understood him, and through him the chief said, "The Great Spirit ¹⁵⁰ gave these hunting-grounds to us, his children; and it is the pale-face who intrudes upon them." To this Beaver Jim replied, "The Great ¹⁷⁵ Spirit takes care of all his children. The red-men and the pale-faces are brothers." Just then one of the Indians noticed the skates ²⁰⁰ and asked what they were for. A ray of hope darted through Jim's mind as he answered, "The Great Spirit has shown the pale-face ²²⁵ how to make wings, so that he may skim the ground as the bird flies through the air." The Indian gave a grunt and expressed ²⁵⁰ a wish to try them. So Beaver Jim fastened them on the Indian's feet

and started him. Instantly he fell his length on the ice.²⁷⁵ Nothing dismayed, he rose to his feet, after several failures, only to fall as before. Again he rose, but no sooner was he on his³⁰⁰ feet than he fell. All this amused the Indians, who were roused out of their usual state of calmness into laughter. Then they made Jim³²⁵ try them, to show how they should be used. He played queer antics at first, pretending that he could not stand. Then he begged his³⁵⁰ gun, which had been taken from him, to support him on the ice. Having obtained it, he began making circles, which he ever widened, until³⁷⁵ with a shout and a yell he started off with the speed of an arrow. The Indians were so much astonished that before a bow⁴⁰⁰ could be bent and a shaft sent in pursuit, Beaver Jim was out of reach of their arrows. Many a night after, round the camp⁴²⁵ fire, when the men had eaten their supper, did Beaver Jim tell the tale of how he outwitted the Indians and describe their blank looks⁴⁵⁰ as he darted away.

From Cyr's *Third Reader*.

454 words.

THE SQUIRREL'S STORY

Do you know who planted that little butternut tree in the field? I planted it; I, a tiny gray squirrel.

To tell the truth, I²⁵ did not think of setting out a tree when I dropped my nut in the ground. I meant to leave it in a safe place⁵⁰ until I was ready to eat it, and I forgot where it was. The first thing I knew it was sending up a fine green⁷⁵ shoot through the loose earth.

I suppose you think I steal your nuts. Please remember that I plant nut trees, too. That ought to be¹⁰⁰ put down to my credit.

I have a very pleasant home, high up in a large elm tree. It is carefully hidden so that the¹²⁵ boys may not see it. That is the most important thing to think of in building a house.

My house is made of the smallest¹⁵⁰ twigs, of dry grass, and of straw that I found in the field. I built it near a house where all the family are kind¹⁷⁵ to me. The children feed me with apples and nuts.

I have had some happy days in my life, but I have had some sad ²⁰⁰ ones, too. The saddest days were when I lost my two little children.

The brightest child I ever had was Chippy. He liked to ask ²²⁵ questions and look at every new thing he saw. This was all very well if he had been a little more careful. One day when ²⁵⁰ I was away Chippy saw a box under the tree. Down he went to see what was in the box. Of course you know what ²⁷⁵ happened. Chippy was caught in a trap.

The boy who had set the trap carried Chippy home and put him in a cage. He was ³⁰⁰ kind to the little fellow and gave him fruit and nuts to eat. Still Chippy was not happy. He longed for the green trees and ³²⁵ a frolic in the open fields.

For several days after Chippy was caught I was very unhappy, but I tried to be cheerful for the ³⁵⁰ sake of my dear little Bushy Tail. Then I lost this little one in a way that is almost too sad to think of.

Bushy ³⁷⁵ Tail was playing in a tree one day, running up and down and jumping from limb to limb, when some boys saw him among the ⁴⁰⁰ green leaves.

They began at once to stone him. Poor little Bushy Tail ran up the tree as far as he could, but at last ⁴²⁵ a stone hit him. For a minute he clung trembling to the branch, and I hoped he was not hurt, but another stone struck him ⁴⁵⁰ and he fell.

The boys shouted when they saw him fall, but a little girl ran and picked him up so gently that I have ⁴⁷⁵ loved her ever since that day. I was his mother, but I could not help him.

She carried him to a house near by and ⁵⁰⁰ put him in a box filled with soft grass, but the little fellow was badly hurt. Three days later I saw her bury him in ⁵²⁵ her little garden, and I knew his pain was over.

I went home feeling that I could never be happy again, but a great surprise ⁵⁵⁰ was in store for me. When I had climbed up to my nest there sat Chippy safe and sound.

"My dearest Chippy, how did you ⁵⁷⁵ get out of the cage?" I asked.

"Frank let me out," said the joyful Chippy. "He was watching me this morning, and at last he ⁶⁰⁰ said, 'Chippy, I don't believe I

should like to run in a wheel if I had been used to running in trees. I think those ⁶²⁵wires must make your feet sore. I am sure I should like my own home better than this dull cage. Chippy, old fellow, I am ⁶⁵⁰going to let you out.'

"Did n't I run! I forgot to say 'Thank you,' I was so happy, but I think he knew how glad ⁶⁷⁵I was."

From Eddy's *Friends and Helpers*.

677 words.

THE CAT FAMILY

Our little house cat belongs to the same family as the lion, the tiger, and the leopard. They are known as the old and powerful ²⁵family of cats, and though pussy is small, tame, and gentle, she is not unlike her fierce cousins in many of her ways.

All cats ⁶⁰have sharp claws which can be drawn back until quite out of sight. They walk softly because their feet are padded with soft, elastic cushions.⁷⁵ Not only is a cat one of the most sure-footed animals in the world, but she is also one of the most graceful.

Cats ¹⁰⁰are restless creatures, and in a wild state they are prowling about, day and night, with only short periods of rest. Yet, when they are ¹²⁵hunting for food they will patiently lie in wait for hours.

It is the nature of all cats, big and little, to pounce upon their ¹⁵⁰prey and not to chase it. No cat likes to run. She will hide from danger if she can, and she runs only when she ¹⁷⁵must.

The teeth of cats are sharp and pointed so that they can tear their food in pieces. Their tongues are rough and are of ²⁰⁰great use in eating. The surface is covered with little prickly points, which also serve pussy in the place of a brush and comb.

A ²²⁵cat's whiskers are very sensitive. Even to touch them lightly sometimes hurts her, and to pull them is to make her suffer intense pain. Little ²⁶⁰children, who do not know what delicate nerves are bound up with their cat's whiskers, are often the cause of great suffering to their pets.²⁷⁵

Have you ever looked at your cat's eyes? How well she sees in places that seem dark to us! In what way are her eyes ⁸⁰⁰different from ours?

At noon the black spot in a cat's eyes is only a narrow slit, but as the light grows less bright, the ⁸²⁵pupil of the eye grows rounder and larger. In this way her eyes gather in more and more light as darkness comes on, so that ⁸⁵⁰at twilight she can easily find her way. When it is really dark her sensitive whiskers help her to feel what she cannot see.

Pussy's ⁸⁷⁵tail is part of her backbone or spine, which is made up as carefully and delicately as our spines are. If we pull a cat's ⁴⁰⁰tail, we run the risk of giving her as severe pain as we should feel if our spines were hurt.

From Eddy's *Friends and Helpers*.

420 words.

A VISION OF WAR

Robert G. Ingersoll

The past rises before me like a dream. Again we are in the great struggle for national life. We are with the soldiers when they ²⁵enlist in the great army of freedom. We see them part with those they love. Some are walking for the last time in quiet, woody ⁵⁰places, with the maidens they adore. Others are bending over cradles, kissing babes that are asleep. Some are receiving the blessings of old men. Some ⁷⁵are parting with mothers who hold them and press them to their hearts again and again, and say nothing. And some are talking with wives, ¹⁰⁰and endeavoring with brave words, spoken in the old tones, to drive from their hearts the awful fear. We see them part. We see the ¹²⁵wife standing in the door with the babe in her arms, — standing in the sunlight sobbing. At the turn of the road a hand waves ¹⁵⁰; she answers by holding high in her loving arms the child. He is gone, and forever.

We see them all as they march proudly away ¹⁷⁵under the flaunting flags, keeping time to the grand, wild music of war — through the towns and across the prairies — down to the fields of ²⁰⁰glory, to do and to die for the eternal right.

We go with them, one and all. We are by their side on all the ²²⁵gory fields — in all the hospitals of pain — on all the weary marches. We stand guard with them in the wild storm and under the ²⁵⁰quiet stars.

We are with them in ravines running with blood, in the furrows of old fields. We are with them between contending hosts, unable²⁷⁵ to move, wild with thirst, the life ebbing slowly away among the withered leaves. We see them pierced by balls and torn with shells, in³⁰⁰ the trenches, by forts, and in the whirlwind of the charge, where men become iron, with nerves of steel.

We are at home when the³²⁵ news comes that they are dead. We see the maiden in the shadow of her first sorrow. We see the silvered head of the old³⁵⁰ man bowed with the last grief.

These heroes are dead. They died for liberty — they died for us. They are at rest. They sleep in³⁷⁵ the land they made free, under the flag they rendered stainless. Earth may run red with other wars; they are at peace. In the midst⁴⁰⁰ of battle, in the roar of conflict, they found the serenity of death. I have one sentiment for soldiers living and dead: cheers for the⁴²⁵ living; tears for the dead.

430 words.

From Ingersoll's *Prose Poems and Selections*.

PATIENT WEAVERS

Is a spider an insect? If you have thought so, you have been mistaken. Insects are made up of three distinct parts; they always have²⁵ six legs, and they breathe through air tubes along the sides of their bodies.

Spiders breathe through lungs as we do. Their bodies are in⁵⁰ two sections, and instead of six legs they have eight. They have six or eight eyes on the top of the head. The spider spins⁷⁵ from her body a silk so fine that we can scarcely see it, of which she makes a web as carefully measured as if she¹⁰⁰ had a foot rule. In fact, she has a useful pair of compasses in the shape of claws at the ends of her forelegs.

The¹²⁵ spider is one of the most industrious, cleanly, and patient workers in the world. More than six hundred separate strands go to make one slender¹⁵⁰ thread of her web. She can choose, moreover, whether she will spin a fine or coarse, a dry or spangled thread for the particular work¹⁷⁵ she has in hand.

In an hour a spider will make a web more than half a yard across, and of a strength wonderful in ²⁰⁰ proportion to its size. Steel wire of the same thickness as a spider's thread would be less than two thirds as strong.

The spider is ²²⁵ a devoted mother and will die with her little ones rather than leave them. Some kinds of spiders carry their babies with them, while others ²⁵⁰ fasten their cradles to a crevice in the wall. Spiders are very useful to us in destroying the flies and troublesome insects that annoy us. ²⁷⁵ Though spiders are often called cruel, they never torture their victims, but kill them at once by means of a poisonous fluid which is said ³⁰⁰ to deaden pain.

One day when the Scotch king, Robert Bruce, lay sick and discouraged in a lonely shed, he watched the patient efforts of ³²⁵ a spider to repair its web. Six times she tried to throw the frail thread from one beam to another, and six times she failed. ³⁵⁰

"Six times have I been beaten in battle," said Bruce. "I know how to pity that poor spider."

But the spider was not discouraged. A ³⁷⁵ seventh time she flung her thread, and this time she succeeded in fastening it to the beam.

Bruce sprang to his feet. "I will try ⁴⁰⁰ once more," he said, and went forth to victory. Since that day, the story goes, no member of the family of Bruce will injure a ⁴²⁵ spider.

426 words.

From Eddy's *Friends and Helpers*.

BRITAIN IN THE OLD DAYS

Before the Birth of Christ

A long, long time ago, before the English came to live in England, the country was called Britain, and the people who then lived in ²⁵ it were called Britons. Now you must know, and keep in mind, that Britain in the old days did not look as England does now ⁵⁰; and that the old Britons did not live like the English people of our day, or dress like them, or speak as they speak. I ⁷⁵ am going to tell you about people who lived two thousand years ago. Think what a long time that is, — a hundred years before Christ ¹⁰⁰ was born !

Now if you had been living in England two thousand years ago, what would you have seen? I am sure you cannot tell¹²⁵ me, so I will tell you. You would have seen the same hills that are to be seen to-day, and the same valleys, and¹⁵⁰ rivers, and lakes. But little else would have been as it is now. You would have seen no busy towns, no quiet, cozy villages, with¹⁷⁵ their church spires peeping out above the trees, no farms, no orchards or gardens, no paved streets, no steam or electric cars, no big cotton²⁰⁰ mills, and no network of telegraph wires; but instead you would have seen great forests spreading far and wide, where the wolf and the bear²²⁵ had their dens; and broad, still pools where the land was low; and patches of open country that the plow had never broken.

Here and²⁵⁰ there you might have seen a number of huts made of wickerwork and mud, with no windows, with only a hole at the top to²⁷⁵ let out the smoke. They were built on the edge of some forest, with a ditch dug round them, or trunks of trees piled up³⁰⁰ in front of them to keep out the wild beasts. All the towns they had were only clusters of such huts.

And how did the³²⁵ people look, you will ask, in those dim, long-past ages? Well, they were tall and fair; they had blue eyes and long yellow hair.³⁵⁰ But they looked like savages, and lived like savages. They did not know how to read or write. Most of them went half-naked, with³⁷⁵ only the skins of wild beasts about them; and they stained their faces, arms, and breasts with a blue dye to make themselves look fierce.⁴⁰⁰ They made no coins, but used metal rings for money. They were clever in basket work, as savage people often are; and they could make⁴²⁵ a coarse kind of cloth, but their earthenware was very poor.

They had basket-boats made of twisted twigs and covered with the skins of⁴⁵⁰ animals. In these they paddled along the rivers to catch fish. They killed the fish with spears made of wood, or else caught them with⁴⁷⁵ hooks made of bone. Many of their boats were so light that a man, or even a boy, could carry one home on his back.⁵⁰⁰ Many of the old Britons were hunters, who lived on the animals they slew, and on the wild fruits that grew in the woods.

Some ⁵²⁸ of them were herdsmen, who lived mostly on milk and the flesh of their cattle. A few, who dwelt in the south and were less ⁵⁵⁰ savage, tilled little patches of grain, and traded with merchants who now and then came over from lands beyond the seas.

They made swords of ⁵⁷⁵ copper mixed with tin ; but these swords were of an awkward shape, and so soft that a heavy blow would bend them. The Britons made ⁶⁰⁰ light shields, short-pointed daggers, and spears. After they had thrown daggers and spears at an enemy, they jerked them back with a long strip ⁶²⁵ of leather fastened to the shaft. At the butt end of the spear or dagger was a rattle which the warrior used to frighten an ⁶⁵⁰ enemy's horse. The ancient Britons, being divided into as many as thirty or forty tribes, each with its own little king, were constantly fighting with ⁶⁷⁵ one another, as savage people usually do.

They were very fond of horses. They could break them in and manage them wonderfully well. They were ⁷⁰⁰ also very clever in making war-chariots. These chariots had a large, sharp-curved scythe fastened to the axle of each wheel, and made much ⁷²⁵ havoc when driven into the thick of the fight.

While at full speed the horses would stop at the driver's word. The men within would ⁷⁵⁰ leap out, deal blows about them with their swords, leap on the horses or upon the pole, spring back into the chariots, and as soon ⁷⁷⁵ as they were safe the horses would tear away again.

I am sorry to tell you that these old Britons did not know the true ⁸⁰⁰ God. They used to worship the sun and the moon, and held sacred the mistletoe that grows on the oak tree. Their priests, who were ⁸²⁵ called Druids, used to teach them that their souls, when they died, would go into the bodies of beasts ; and that it was right and ⁸⁵⁰ pleasing to their gods to burn their enemies whom they took in battle. These Druids had very great power among the people. They settled all ⁸⁷⁵ disputes, and if any man refused to obey their orders, he was treated as an outcast from the tribe. The Druids carried on their worship ⁹⁰⁰ in the gloomy shade of oak groves. Sometimes they put to death great numbers of men and women, as a

religious offering to their gods.⁹²⁵ These Druids had great regard for the mistletoe. When this plant was found growing upon an oak tree the chief Druid called the tribe together⁹⁵⁰ on the first day of the new year, and with much show cut down the plant with a golden sickle. The mistletoe was then given⁹⁷⁵ away in pieces, to be taken home as a lucky charm for the new year.

At Christmas time we still like to place this plant¹⁰⁰⁰ in our houses, and in this way we are put in mind, when the glad holiday comes, of this old custom of the Druids. But¹⁰²⁵ the mistletoe has a better meaning for us. Living and bearing fruit in winter, when other plants seem dead, it reminds us of the life¹⁰⁵⁰ that neither winter nor time can kill.

From Blaisdell's *Short Stories from English History*.

1057 words.

THE STORY OF THE BRAVE WARRIOR QUEEN

Sixty-one Years after the Birth of Christ

In the eastern part of Britain there lived, in the old days of which I am telling you, a British queen named Boadicea. She was²⁵ the widow of a king who had ruled over a large and warlike tribe. The Roman general who commanded in Britain at this time had⁵⁰ gone to the other side of the island to attack the Druids. In his place he left an officer—a cruel man who hated the⁷⁵ Britons. This cruel officer tried to force Boadicea to give up her land to him; and because she would not, he ordered her to be¹⁰⁰ publicly beaten with rods. So the proud queen was scourged in the presence of the Romans, and her two daughters were also cruelly treated.

When¹²⁵ Boadicea was set free, she called upon the Britons to rise and fight against the Romans. So they gathered at her bidding by tens of¹⁵⁰ thousands. Standing in her chariot, with her long yellow hair streaming in the wind, a large golden collar on her neck, a loose mantle fastened¹⁷⁵ by a clasp on her breast, she poured forth fierce and fiery words to the warriors around her.

"Know you," she cried, "what these bloodthirsty²⁰⁰ Romans have done to your queen! If you are men, you will rise and sweep

these invaders from our shores ! Me, a Briton queen, they ²²⁵ scourged in the presence of their hired legions — me they marked with their cruel whips ! Rise, Britons, fight for your queen and your homes or ²⁶⁰ be forever slaves ! ”

The savage Britons answered their queen with furious shouts and with the clash of the swords and shields. She led them against ²⁷⁵ the enemy and routed the Roman army with great slaughter. Then she turned against three Roman cities, and put every man, woman, and child to ³⁰⁰ the sword. Seventy thousand of them were slain. The land ran with Roman blood ; and it seemed as if the Britons were once more to ³²⁵ hold the island as their own. But when the news came to the chief Roman general, he hurried back with his men, and fell upon ³⁵⁰ the British tribes. The brave but unskilled Britons went down before the short heavy swords of the Romans like grain before the scythe of the ³⁷⁵ reaper. Boadicea herself, when she saw all her hopes gone, and nothing but a life of slavery before her, took poison and died, we are ⁴⁰⁰ told, rather than fall into the hands of the victor.

In spite of all that the brave Britons could do, the Romans made themselves masters ⁴²⁵ of the country. They kept many thousands of soldiers in it, and ruled it for nearly four hundred years. At the end of that time ⁴⁵⁰ they took away their officers and soldiers, because these were needed in their own land. So Britain once more was left to itself.

Under the ⁴⁷⁵ rule of the Romans the Britons lost their freedom, but they learned a great deal from their masters. They learned to build good houses and ⁵⁰⁰ fine roads, to have better clothes, and to live very much more comfortably than they did before the Romans came. Often, even now, when men ⁵²⁵ are digging in England, they find things that were used by the Romans in these old times, — rusty coins, pieces of plate from which they ⁵⁵⁰ ate, of goblets from which they drank, of pavements on which they trod. The wells which the Romans dug give water yet ; and the roads ⁵⁷⁵ which they made are highways still. In some old battlefields, British spearheads and Roman armor have been found, mingled together in decay, as they

fell ⁶⁰⁰ in the thick of the fight. Traces of Roman camps overgrown with grass, and of mounds that are the burial places of Britons, are to ⁶²⁵ be seen in many parts of the country. Across the black moors those dreary plains in the north of England, the old flattened ridge of ⁶⁵⁰ the Roman wall, overrun with moss and weeds, still stretches, a strong ruin ; and the shepherds and their dogs lie sleeping on it as they ⁶⁷⁵ tend their flocks in the long summer afternoons.

English oaks have grown up from acorns, and withered away, when they were hundreds of years old, ⁷⁰⁰ — and other oaks have sprung up in their places, and died too, centuries old, — since the fearless captive king and the heroic warrior queen fought ⁷²⁵ so bravely for their native land.

From Blaisdell's *Short Stories from English History*.

731 words.

HOW THE ENGLISH BECAME CHRISTIANS

About 600 Years after the Birth of Christ

When the English first settled in England they were still heathen, and did not believe in the true God. They used to worship the sun ²⁵ and the moon, and other pagan gods, and even springs and trees, the sea and the lightning. One of the gods was Thor, the thunder ⁵⁰ god, whose hammer they thought they heard in the thunder-clap. Another was Woden, the great god of war, who, they said, was the father ⁷⁵ of their kings. The English named the days of the week after their gods. Thus, Sunday meant the Sun's day, Monday the Moon's day, Wednesday ¹⁰⁰ was Woden's day, and Thursday was the day of the thunder god, Thor. It was a strange, wild, warlike sort of faith. They thought that ¹²⁵ only those who died in battle would be happy forever with the gods, and that in heaven they would hunt or fight all day, and ¹⁵⁰ have as much boar's flesh and ale as they could eat and drink. When a chief died they buried him in full armor, and laid ¹⁷⁵ his sword and his spear beside him. They also slew his favorite horse and his dog, and placed their

bodies near his, believing that they²⁰⁰ would be of use to him in the other world.

One thing the Saxons loved above all others, and that was freedom. They did not²²⁵ give their chiefs very great power. No chief nor king could make a new law. They loved justice, and they set each man to watch²⁵⁰ every other, so that he should do no wrong. If any one did wrong and ran away, all the people in each town had to²⁷⁵ pay a fine. They were thus sure to watch that no wrong-doer escaped.

In the place of this worship of pagan gods was slowly³⁰⁰ to come the gospel that told these fierce warriors of peace and good will to all mankind. The mountains, the rivers, and ancient oaks were³²⁵ soon to echo back the worship of the true God, and not to remain the objects of idolatry. I will now tell you of an³⁵⁰ incident that paved the way for it. Though the Saxons loved freedom for themselves, we are sorry to say that, like most other people of³⁷⁵ their time, they had many slaves. When a Saxon noble had more people on his land than he needed, or more slaves than he could⁴⁰⁰ find food for, he would take some of the boys and girls and sell them as slaves to the people of other countries. In this⁴²⁵ way English boys and girls were sent even as far as Rome to be sold as slaves. When they reached the Imperial City they were⁴⁵⁰ taken to the slave market and offered for sale. Trembling and frightened the captive children stood, feeling as we would feel if we found ourselves⁴⁷⁵ in a strange place with no one to care for us, and not knowing one word of the language the people around us were speaking.⁵⁰⁰

One day some English boys who had been carried off as slaves were standing in the market place at Rome, waiting for some one to⁵²⁵ buy them, when a kind-hearted monk named Gregory came walking by. When he saw their sweet, fair faces, their blue eyes, and their golden⁵⁵⁰ hair, his heart was moved with pity for the children. He asked a keen-eyed merchant of what nation they were. He was answered, "They⁵⁷⁵ are Angles." "They should be angels," said Gregory, "for they have the faces of angels." Then he asked what country they came from; and when⁶⁰⁰ they told him, he said, "The praises of God shall some day be sung in that land."

Years went on, and the good monk became ⁶²⁵ the Pope of Rome, but he did not forget the poor slave children. When he heard that an English king of Kent had married a ⁶⁶⁰ Christian princess named Bertha, he sent a monk named Augustine, with forty other monks, to go and preach the gospel to the English. The monks ⁶⁷⁵ landed in Kent; then they sent word to the king, telling him why they had come.

King Ethelbert said he would hear what they had ⁷⁰⁰ to say, but he dared not let them into his house for fear they might bewitch him. So he sat on his throne under an ⁷²⁵ oak tree; and the monks, marching two by two over the green fields, bearing a silver cross and a banner of the Saviour, came before ⁷⁵⁰ him, singing as they came. When Ethelbert had heard all they had to say about the true God, he said to them, "Your words and ⁷⁷⁵ promises seem fair, but they are new and strange to me, and I cannot at once give up the gods of my fathers. But you ⁸⁰⁰ may stay in this land, and I will give you food and shelter; and if any man will believe as you believe, I will let ⁸²⁵ him." And he gave them his own house to live in; and also gave them a church near it, which had been built in the ⁸⁵⁰ time of the Romans.

So the monks stayed in Kent and preached the gospel; and after a time King Ethelbert and many of his people ⁸⁷⁵ became Christians. From Kent the faith spread and spread; and one hundred years after the landing of Augustine all England had become Christian. So the ⁹⁰⁰ worship of Thor and Woden passed away; and the "little angels" in the market place of Rome thus became the messengers of a higher and ⁹²⁵ a nobler faith.

We must, however, remember that many years before the time of Augustine, soldiers and merchants who came from the Continent began to ⁹⁵⁰ introduce Christianity into Britain. Scarcely anything is known of its progress in the island. There is no doubt that in different parts of the country ⁹⁷⁵ rude churches were built and other sacred structures were erected in which the people kept up a regular worship.

From Blaisdell's *Short Stories from English History*.

THE LEGEND OF THE POPLAR

The forest trees slept. The leaves were still. Even the quivering, shivering poplar leaves were quiet, and deep was the hush over the whole forest.²⁵ Once a sleepy little bird broke the silence by a call to his mate; then all was still again, until nearer and nearer came the ⁵⁰cautious footsteps of an old man. He entered the wood and peered carefully in every direction; no one was in sight, and he went farther ⁷⁵into the wood. With every step dry leaves rustled, and every now and then a twig crackled. He could see nobody, to be sure, but ¹⁰⁰the noises terrified him. He was startled each time a twig snapped, and he kept looking nervously over his shoulder. Still he saw no one, ¹²⁵but his courage rapidly oozed away and soon was entirely gone. Another noise, and he thrust among the thick branches of a poplar tree a ¹⁵⁰heavy round object that he had hugged tight under his cloak. Then he turned and hurried out of the wood as fast as his stiff ¹⁷⁵old limbs could carry him. Not a tree woke, and only the old man himself knew what was hidden in the poplar tree.

The next ²⁰⁰morning the trees awoke to see a most beautiful day dawning. Only the afternoon before a shower had washed all nature bright, and it seemed ²²⁵this fair morning as if some of the beautiful rainbow tints still lingered in the air. The poplar was shaking a few last drops from ²⁵⁰its leaves and looking proudly at the shade it cast — for the thick branches of the poplar were straight branches in those days — when a ²⁷⁵cry went ringing through the forest.

It was the voice of Iris, beautiful goddess of the rainbow.

“The pot of gold at the foot of ³⁰⁰the rainbow has been stolen! Stolen! Know you anything of it?”

The trees all shook their heads in denial. Who would be so base as ³²⁵to steal the pot of gold from Iris? Not they.

On sped Iris in her rainbow colors to seek Father Jupiter. She told him the ³⁵⁰calamity, and the anger of the ruler of the universe was kindled.

“We will find its hiding place, my daughter,” he said; and straightway the ³⁷⁵eyes of Jupiter were turned from the sights of Olympus to those of Earth.

"Who knows the hiding place of the pot of gold?" thundered ⁴⁰⁰ Jupiter.

"Not I, not I, not I!" chorused the trees.

"Lift up your branches to show you speak the truth," commanded the mighty Jupiter, and ⁴²⁶ lo! to the surprise of every tree and to the poplar most of all, from the branches of the poplar tree fell the treasure. Scornfully ⁴⁶⁰ all the other trees looked on the poplar, and the poor poplar shivered and trembled. Soon, however, the poplar straightened and stiffened.

"Never again," it ⁴⁷⁶ solemnly said, "shall my thick branches shelter the stolen goods of others; always, hereafter, shall my branches point straight to heaven to declare my innocence ⁵⁰⁰ and to signify my truthfulness."

Long, long ago this happened, but the arms of the poplar are upraised even to this day.

522 words.

From Stone and Fickett's *Trees in Prose and Poetry*.

LOWELL'S EARLY CHILDHOOD

James Russell Lowell was the youngest of the family. His mother loved him very much and used to tell him beautiful stories. The whole world ²⁵ seemed to him like one great story book.

As he played in the woods he thought of the songs his mother sang for him. The ⁵⁰ birds sang in the trees, and their songs were full of happy thoughts. When he looked up at the sky, the white clouds seemed like ⁷⁵ stray lambs. Some days he would imagine that the birds' song was news from heaven, sung by the angels. He loved the flowers, too, and ¹⁰⁰ was glad to see the yellow dandelions. When they first came they seemed like a promise that May would soon be here. He thought their ¹²⁵ gold was beautiful. He said the bee in the white lily's breezy tent could not feel happier than he when the dandelions burst into bloom. ¹⁶⁰ They seemed like a generous gift from the spring. They made him love people better, for they helped him to see that every one had ¹⁷⁵ a little of heaven in his heart.

The Charles River was near his home, and he played beside it. He said it was beautiful in ²⁰⁰ the spring when the banks were soft and green ; but it was still more beautiful in winter. It was then covered with ice which gleamed ²²⁵ like silver in the sun.

He went to school in a little house not far from his home. In those days the children began their ²⁵⁰ reading by learning the alphabet. Then they put letters together. In this school they recited their lessons in chorus. The teacher seemed to know who ²⁷⁵ had learned them and who had not. If any child did n't learn his lesson he had to wear a tall dunce cap. There was a ³⁰⁰ high stool, too, for the dunce to sit upon. The good children had pretty cards to carry home. If a child was very good his ³²⁵ teacher let him wear home a silver half dollar hung on a ribbon ; but he was to bring it back the next day. Some of ³⁵⁰ the children in this school came from a distance. They stayed all day and brought their dinners in tin pails.

What good times these children ³⁷⁵ had at their play ! They would bend pins to make fish hooks, and catch little minnows. They played horse, and rode upon sticks cut from ⁴⁰⁰ the willow bushes. In the springtime their pockets were filled with marbles, and often with balls and tops too. In the fall they gathered horse- ⁴²⁵ chestnuts, and sometimes they dug in wet places for sweet flagroot.

Near by was the Charles River with boats sailing over its quiet waters. Sometimes ⁴⁵⁰ a farmer, who often drove along as James was going home, would let him ride with him. The farmer told him many things, and James ⁴⁷⁵ admired his horse, which made the old man smile. He told James never to buy a horse that wore four white stockings. The old farmer ⁵⁰⁰ was a polite man and always bowed to every one so kindly that James never forgot it. When they reached the lane leading to the ⁵²⁵ house James would leave the farmer and begin to whistle, and in the fall he would wade through the fallen leaves as he ran up ⁵⁵⁰ to the house. His mother loved to hear his whistle, for it told her that her dear boy was coming home. His little dog would ⁵⁷⁵ run to meet him. He would bark and wag his tail for joy when he saw James coming, for he missed his little playfellow.

When ⁶⁰⁰ James became older he went to school to Mr. William Wells. Mr. Wells was a good teacher, and he studied with him for many years.⁶²⁵ When James was fifteen years old he entered Harvard College. He learned his lessons very easily, but liked to read poetry better than study. Elmwood ⁶⁵⁰ was full of books, and James had soon learned to read them. His mother was a help to him in choosing his books and talking ⁶⁷⁵ of them to him. He admired noble men and women, and grand thoughts. He was very quick and bright, and made witty answers; but was ⁷⁰⁰ always kind-hearted. He was a good son and a firm friend. He wrote very good letters and often put his thoughts into verse.

After ⁷²⁵ his course at Harvard he went to the Law School and intended to be a lawyer, but he loved poetry better than the law books,⁷⁵⁰ and soon gave up his practice.

From Cyr's *Third Reader*.

756 words. .

FAMOUS DOGS

The story of the dog Argus was told two thousand years ago by the great poet Homer. Argus may not have been a real dog,²⁵ but the poet must have known some dog like him or he could not have told the story so well.

Argus belonged to Ulysses, king ⁵⁰ of Ithaca. He was only a puppy when his master went away to the Trojan War. The years went by and Ulysses did not return.⁷⁵ Every one thought that he was dead. At last Argus grew so old and feeble that he could not run about the palace. All day ¹⁰⁰ long he lay in the warm, sunny courtyard, too weak to move. It was twenty years since he had heard his master's voice.

One day ¹²⁵ a beggar came into the courtyard. No one knew who he was. The queen looked at him coldly. There was no friendly face to greet ¹⁵⁰ him. But the old dog lifted up his head and whined and wagged his tail for joy. The beggar's rags could not deceive him. He ¹⁷⁵ knew his master had come back at last, and Ulysses stooped to caress him with tears in his eyes.

The most famous dog in the ²⁰⁰ world was a mastiff of St. Bernard's. His name was Barry. He lived high up in the Alps where it is winter the greater part ²²⁵ of the year. He was trained, by the good monks with whom he lived, to go out and hunt for travelers lost in the snow. ²⁵⁰ When he found a man lying half frozen in the drifts, he would run back, barking for help. Then the monks would follow him and ²⁷⁵ bring the traveler to their warm house.

Barry knew all the dangerous places, and when there had been a snow slide he was sure to ³⁰⁰ be on the spot as soon as he could, to see if any one were hurt. Once he found a little boy in the snow ³²⁵ and in some way made him understand what he must do. The child climbed upon the dog's broad back and was carried safely to the ³⁵⁰ fire and the good supper always waiting for the lost ones.

Barry lived with the monks for twelve years, and saved forty lives. Other St. ³⁷⁵ Bernard dogs have been brave and wise, but Barry's name stands first among them all.

Many great men have had dogs whom they loved and ⁴⁰⁰ trusted. Sir Walter Scott, one of the most famous story-writers that ever lived, had several dogs. He used to take them with him whenever ⁴²⁵ he went to walk. There was an old staghound named Maida, and a black greyhound called Hamlet, after one of Shakespeare's heroes. Then there was ⁴⁵⁰ a beautiful setter with long ears and a silky coat. Her name was Finette. Sir Walter would often stop and talk to these four-footed ⁴⁷⁵ friends and they seemed to understand what he said. In one of his best stories a dog plays a very important part.

From Eddy's *Friends and Helpers*.

497 words.

THE FREEDOM OF THE FLY

John Ruskin

We can nowhere find a better type of a perfectly free creature than in the common house fly. Nor free only, but brave. There is ²⁵ no courtesy in him; he does not care whether it is king or clown whom he teases; and in every step of his swift mechanical ⁵⁰ march, and in

every pause of his resolute observation, there is one and the same expression of perfect egotism, perfect independence and self-confidence, and ⁷⁵ conviction of the world's having been made for flies. Strike at him with your hand; and to him the aspect of the matter is what ¹⁰⁰ to you it would be if an acre of red clay, ten feet thick, tore itself up from the ground and came crashing down with ¹²⁵ an aim. He steps out of the way of your hand and alights on the back of it. You cannot terrify him, nor govern him, ¹⁵⁰ nor persuade him, nor convince him. He has his own positive opinion on all matters; not an unwise one, usually, for his own ends; and ¹⁷⁵ will ask no advice of yours. He has no work to do — no tyrannical instinct to obey. The earthworm has his digging; the bee her ²⁰⁰ gathering and building; the spider her cunning network; the ant her treasury and accounts. All these are comparatively slaves, or people of business. But your ²²⁵ fly, free in the air, free in the chamber — a black incarnation of caprice — wandering, investigating, flitting, flirting, feasting at his will, with rich variety ²⁵⁰ of choice in feast, from the heaped sweets in the grocer's window to those of the butcher's backyard, — what freedom is like his?

From *Queen of the Air*.

273 words.

CATCHING A GRASSHOPPER

Henry Ward Beecher

To catch a grasshopper is no slight feat. At the first step you take, at least forty bolt out and tumble headlong into the grass; ²⁵ some cling to the stems, some are creeping under the leaves, and not one seems to be within reach. You step again; another flight takes ⁵⁰ place, and you eye them with fierce penetration, as if thereby you could catch some of them with your eye. You cannot, though. You brush ⁷⁵ the grass with your foot again. Another hundred snap out and tumble about in every direction. There are large ones, and small ones, and middling-¹⁰⁰ sized ones; there are gray and hard old fellows; yellow and red ones; green and striped ones. It is wonderful to see how populous the ¹²⁵ grass is. If you did not want

them, they would jump into your very hand. But they know by your looks that you are out ¹⁶⁰ a-fishing. You see a very nice young fellow climbing up a steeple stem, to get a good lookout and see where you are. You ¹⁷⁵ take good aim and grab at him. The stem you catch, but he has jumped a safe rod. Yonder is another, creeping among some delicate ²⁰⁰ ferns. With broad palm you clutch him and all the neighboring herbage too. Stealthily opening your little finger you see his leg; the next finger ²²⁵ reveals more of him; and opening the next you are just beginning to take him out with the other hand when out he bounds and ²⁵⁰ leaves you to renew your pursuit. Twice you snatch handfuls of grass and cautiously open your palm to find that you have only grass. It ²⁷⁵ is quite vexatious. There are thousands of them here and there, climbing and wriggling on that blade, leaping off from that stalk, twisting and kicking ³⁰⁰ on that spider's web, jumping and bouncing about under your very nose, and yet not one do you get. If any tender-hearted person ever ³²⁵ wondered how a humane man could bring himself to such a cruelty as impaling an insect, let him hunt for a grasshopper in a hot ³⁵⁰ day among tall grass; and when at length he secures one, the affixing him upon the hook will be done without a single scruple, with ³⁷⁵ judicial solemnity, and as a mere matter of penal justice.

From Star Papers.

385 words.

THE RED MAPLE

Henry David Thoreau

By the twenty-fifth of September, the red maples generally are beginning to be ripe. Some single trees, wholly bright scarlet, seen against others of ²⁵ their kind still freshly green, or against evergreens, are more memorable than whole groves will be by and by. How beautiful, when a whole tree ⁵⁰ is like one great scarlet fruit full of ripe juices, every leaf, from lowest limb to topmost spire, all aglow, especially if you look toward ⁷⁵ the sun! What more remarkable object can there be in the landscape? Visible for miles, too fair to

be believed. If such a phenomenon occurred¹⁰⁰ but once, it would be handed down by tradition to posterity, and get into the mythology at last.

A small red maple has grown, perchance,¹²⁵ far away at the head of some retired valley, a mile from any road, unobserved. It has faithfully discharged the duties of a maple there,¹⁵⁰ all winter and summer, neglected none of its economics, but added to its stature, in the virtue which belongs to a maple, by a steady¹⁷⁵ growth for so many months, never having gone gadding abroad, and is nearer heaven than it was in the spring. It has faithfully husbanded its²⁰⁰ sap and afforded a shelter to the wandering bird; has long since ripened its seeds and committed them to the winds, and has the satisfaction²²⁵ of knowing, perhaps, that a thousand little well-behaved maples are already settled in life somewhere. It deserves well of mapledom. Its leaves have been²⁵⁰ asking it from time to time, in a whisper, "When shall we redden?" And now, in this month of September, this month of traveling, when²⁷⁵ men are hastening to the seaside, or the mountains, or the lakes, this modest maple, still without budging an inch, travels in its reputation, — runs³⁰⁰ up its scarlet flag on that hillside, which shows that it has finished its summer's work before all other trees, and withdraws from the contest.³²⁵ At the eleventh hour of the year the tree which no scrutiny could have detected here when it was most industrious is thus, by the³⁵⁰ tint of its maturity, by its very blushes, revealed at last to the careless and distant traveler, and leads his thoughts away from the dusty³⁷⁵ road into those brave solitudes which it inhabits. It flashes out conspicuous with all the virtue and beauty of a maple.

396 words.

From Stone and Fickett's *Trees in Prose and Poetry*.

WINTER TRAILS

The snow had come, and with it a Christmas holiday. For weeks I had looked longingly out of college windows as the first tracking snows²⁵ came sifting down, my thoughts turning from books and the problems of human wisdom to the winter woods, with their wide

white pages written all ⁶⁰ over by the feet of wild things. Then the sun would shine again, and I knew that the records were washed clean, and the hard- ⁷⁵ packed leaves as innocent of footmarks as the beach where plover feed when a great wave has chased them away. On the twentieth a change ¹⁰⁰ came. Outside the snow fell heavily, two days and a night; inside, books were packed away, professors said "Merry Christmas," and students were scattering, like ¹²⁵ a bevy of flushed quail, to all points of the compass for the holidays. The afternoon of the twenty-first found me again in my ¹⁵⁰ room under the eaves of the old farmhouse.

Before dark I had taken a wide run over the hills and through the woods to the ¹⁷⁵ place of my summer camp. How wonderful it all was! The great woods were covered deep with their pure white mantle; not a fleck, not ²⁰⁰ a track soiled its even whiteness; for the last soft flakes were lingering in the air, and fox and grouse and hare and lucivee were ²²⁵ still keeping the storm truce, hidden deep in their coverts. Every fir and spruce and hemlock had gone to building fairy grottoes as the snow ²⁵⁰ packed their lower branches, under which all sorts of wonders and beauties might be hidden, to say nothing of the wild things for whom Nature ²⁷⁵ had been building innumerable tents of white and green as they slept. The silence was absolute, the forest's unconscious tribute to the Wonder Worker. Even ³⁰⁰ the trout brook, running black as night among its white-capped boulders and delicate arches of frost and fern work, between massive banks of feathery ³²⁵ white and green, had stopped its idle chatter and tinkled a low bell under the ice, as if only the Angelus could express the wonder ³⁵⁰ of the world.

As I came back softly in the twilight a movement in an evergreen ahead caught my eye, and I stopped for one ³⁷⁵ of the rare sights of the woods, — a partridge going to sleep in a warm room of his own making. He looked all about among ⁴⁰⁰ the trees most carefully, listened, kwit-kwitted in a low voice to himself, then with a sudden plunge swooped downward head-first into the snow. ⁴²⁵ I stole to the spot where he had disappeared, noted the direction of his tunnel, and fell forward with arms outstretched, thinking perhaps to catch ⁴⁵⁰

him under me and examine his feet to see how his natural snowshoes (Nature's winter gift to every grouse) were developing before letting him go ⁴⁷⁵ again. But the grouse was an old bird, not to be caught napping, who had thought on the possibilities of being followed ere he made ⁵⁰⁰ his plunge. He had plowed under the snow for a couple of feet, then swerved sharply to the left and made a little chamber for ⁵²⁵ himself just under some snow-packed spruce tips, with a foot of snow for a blanket over him.

When I fell forward, disturbing his rest ⁵⁵⁰ most rudely ere he had time to wink the snow out of his eyes, he burst out with a great whir and sputter between my ⁵⁷⁵ left hand and my head, scattering snow all over me, and thundered off through the startled woods, flicking a branch here and there with his ⁶⁰⁰ wings, and shaking down a great white shower as he rushed away for deeper solitudes. There, no doubt, he went to sleep in the evergreens, ⁶²⁵ congratulating himself on his escape and preferring to take his chances with the owl rather than with some other ground-prowler that might come nosing ⁶⁵⁰ into his hole before the light snow had time to fill it up effectually behind him.

Next morning I was early afield, heading for a ⁶⁷⁵ ridge where I thought the deer of the neighborhood might congregate with the intention of yarding for the winter. At the foot of a wild ⁷⁰⁰ little natural meadow, made centuries ago by the beavers, I found the trail of two deer which had been helping themselves to some hay that ⁷²⁵ had been cut and stacked there the previous summer. My big buck was not with them; so I left the trail in peace to push ⁷⁵⁰ through a belt of woods and across a pond to an old road that led for a mile or two towards the ridge I was ⁷⁷⁵ seeking.

Early as I was, the wood folk were ahead of me. Their tracks were everywhere, eager, hungry tracks, that poked their noses into every ⁸⁰⁰ possible hiding place of food or game, showing how the two-days' fast had whetted their appetites and set them to running keenly the moment ⁸²⁵ the last flakes were down and the storm truce ended.

EARTHWORMS AND SNAKES

The little earthworm, crawling across the garden path or burrowing its way into the loose soil, seems very common and insignificant, but it is a ²⁵ most useful servant to man.

Without the earthworms it would be difficult for us to live. It is by their help that grass grows for ⁵⁰ the cattle, and the garden yields food for our own use.

Long before any one thought of making a plow, the hard lumps of earth ⁷⁵ were broken up by the slender bodies of the earthworms. These worms have no eyes or feelers or feet, but they have, on each ring ¹⁰⁰ of their bodies, four pairs of bristles, which aid them in making their way through the earth.

Air is let into the soil through the ¹²⁵ holes that the worms make, and the moisture is drained away. Thus the roots of the plants are kept in good condition.

Worms are useful ¹⁵⁰ in another way. They can make poor soil into rich mold. This they do by swallowing earth and dried leaves.

After passing through the body ¹⁷⁵ of the worm, the earth is cast up in little heaps, which are soon scattered by the wind and rain. Hundreds of these "casts" may ²⁰⁰ be seen in any large garden, and thus the whole surface is constantly changing.

In this way fields which were unfit for crops of any ²²⁵ kind are made ready for the farmer's use. In some places it has been found that ten tons of dry earth on every acre are ²⁵⁰ made into good soil each year by the worms.

No gardener can prepare fine mold for plants so well as the worms can do it, ²⁷⁵ and no farmer can so carefully make ready his fields.

There are some animals which are commonly disliked and avoided because they are not attractive ³⁰⁰ to look at. Often this is a mere prejudice against them, and careful study reveals a beauty not noticed before. There is a very general ³²⁵ and absurd feeling against snakes which is the cause of much unnecessary suffering. This fear is so common that for many children and grown people ³⁵⁰ a walk in the woods and fields loses half its pleasure.

Most of our common snakes are harmless and are useful in destroying insects. Instead ³⁷⁵ of shuddering with horror at the little green snake, watch him as carefully as you can. Soon you will begin to wonder how he can ⁴⁰⁰ go so fast, what he eats, and where he makes his home. You will find that he is not at all like the earthworm. He ⁴²⁵ belongs to a very different class of animals, but he is as innocent as the worm of any wish to do you harm. He prefers ⁴⁵⁰ to be left to himself in the long grass, but you may be sure if he should glide over your feet, or across your hand, ⁴⁷⁵ he would not hurt you at all.

482 words.

From Eddy's *Friends and Helpers*.

THE APPLE

John Burroughs

Not a little of the sunshine of our northern winters is surely wrapped up in the apple. How could we winter over without it! How ²⁵ is life sweetened by its mild acids! A cellar well filled with apples is more valuable than a chamber filled with flax and wool. So ⁵⁰ much sound ruddy life to draw upon, to strike one's roots down into, as it were.

The apple is full of sugar and mucilage, which ⁷⁵ make it highly nutritious. It is said, "The operators of Cornwall, England, consider ripe apples nearly as nourishing as bread, and far more so than ¹⁰⁰ potatoes. In the year 1801 — which was a year of much scarcity — apples, instead of being converted into cider, were sold to the poor, and ¹²⁵ the laborers asserted that they could 'stand their work' on baked apples without meat; whereas a potato diet required either meat or some other substantial ¹⁵⁰ nutriment. The French and Germans use apples extensively, so do the inhabitants of all European nations. The laborers depend upon them as an article of ¹⁷⁵ food, and frequently make a dinner of sliced apples and bread."

Yet the English apple is a tame and insipid affair, compared with the intense ²⁰⁰ sun-colored and sun-steeped fruit our orchards yield. The best thing I know about Chile is this fact, which I learn from Darwin's *Voyage*; ²²⁵ namely, that the apple thrives well there.

Darwin saw a town there so completely buried in a wood of apple trees that its streets were ²⁶⁰merely paths in an orchard. The tree, indeed, thrives so well that large branches cut off in the spring, and planted two or three feet ²⁷⁶deep in the ground, send out roots and develop into fine, full-bearing trees by the third year. The people know the value of the ³⁰⁰apple, too. They make cider and wine of it, and then from the refuse a white and finely flavored spirit; then by another process a ³²⁵sweet treacle is obtained, called honey. The children and pigs eat little or no other food. He does not add that the people are healthy ³⁵⁰and temperate, but I have no doubt they are.

The apple is the commonest and yet the most varied and beautiful of fruits. A dish ³⁷⁶of them is as becoming to the center table in winter as was the vase of flowers in the summer,—a bouquet of spitzenbergs and ⁴⁰⁰greenings and northern spies. A rose when it blooms, the apple is a rose when it ripens. It pleases every sense to which it can ⁴²⁵be addressed,—the touch, the smell, the sight, the taste; and when it falls in the still October days it pleases the ear. It is ⁴⁵⁰a call to a banquet; it is a signal that the feast is ready.

How they resist the cold! holding out almost as long as ⁴⁷⁵the red cheeks of the boys do.

482 words.

From Stone and Fickett's *Trees in Prose and Poetry*.

SNOW-BOUND

March is a weary month for the wood folk. One who follows them then has it borne in upon him continually that life is a ²⁵struggle,—a keen, hard, hunger-driven struggle to find enough to keep a-going and sleep warm till the tardy sun comes north again with ⁶⁰his rich living. The fall abundance of stored food has all been eaten, except in out-of-the-way corners that one stumbles upon in ⁷⁵a long day's wandering; the game also is wary and hard to find from being constantly hunted by eager enemies.

It is then that the ¹⁰⁰sparrow falleth. You find him on the snow, a wind-blown feather guiding your eye to the open where he fell in mid-flight; or ¹²⁵under the tree, which shows that he lost his grip in

the night. His empty crop tells the whole pitiful story, and why you find ¹⁶⁰him there cold and dead, his toes curled up and his body feather-light. You would find more but for the fact that hunger-pointed ¹⁷⁵eyes are keener than yours and earlier abroad, and that crow and jay and mink and wild cat have greater interest than you in finding ²⁰⁰where the sparrow fell.

It is then, also, that the owl, who hunts the sparrow o' nights, grows so light from scant feeding that he ²²⁵cannot fly against the wind. If he would go back to his starting point while the March winds are out, he must needs come down ²⁵⁰close to the ground and yew-yaw towards his objective, making leeway like an old boat without ballast or centerboard.

The grouse have taken to ²⁷⁵bud-eating from necessity — birch buds mostly, with occasional trips to the orchards for variety. They live much now in the trees, which they dislike; ³⁰⁰but with a score of hungry enemies prowling for them day and night, what can a poor grouse do?

When a belated snow falls, you ³²⁵follow their particular enemy, the fox, where he wanders, wanders, wanders on his night's hunting. Across the meadow, to dine on the remembrance of field ³⁵⁰mice — alas! safe now under the crust; along the brook, where he once caught frogs; through the thicket, where the grouse were hatched; past the ³⁷⁵bullbrier tangle, where the covey of quail once rested nightly; into the farmyard, where the dog is loose and the chickens are safe under lock ⁴⁰⁰and key, instead of roosting in trees; across the highway, and through the swamp, and into the big bare empty woods; till in the sad ⁴²⁵gray morning light he digs under the wild apple tree and sits down on the snow to eat a frozen apple, lest his stomach cry ⁴⁵⁰too loudly while he sleeps the day away and tries to forget that he is hungry.

Everywhere it is the same story: hard times and ⁴⁷⁵poor hunting. Even the chickadees are hard pressed to keep up appearances and have their sweet love note ready at the first smell of spring ⁵⁰⁰in the air.

This was the lesson that the great woods whispered sadly when a few idle March days found me gliding on snowshoes over ⁵²⁵the old

familiar ground. Wild geese had honked an invitation from the South Shore ; but one can never study a wild goose ; the only satisfaction⁶⁶⁰ is to see him swing in on broad wings over the decoys — one glorious moment ere the gun speaks and the dog jumps and everything⁶⁷⁵ is spoiled. So I left gun and rifle behind, and went off to the woods of happy memories to see how my deer were faring.⁶⁹⁰

The wonder of the snow was gone ; there was left only its cold bitterness and a vague sense that it ought no longer to cumber⁶²⁵ the ground, but would better go away as soon as possible and spare the wood folk any more suffering. The litter of a score of⁶⁵⁰ storms covered its soiled rough surface ; every shred of bark had left its dark stain where the decaying sap had melted and spread in the⁶⁷⁵ midday sun. The hard crust, which made such excellent running for my snowshoes, seemed bitterly cruel when I thought of the starving wild things and⁷⁰⁰ of the abundance of food on the brown earth, just four feet below their hungry bills and noses.

718 words.

From Long's *Secrets of the Woods*.

A TASTE OF MAINE BIRCH

John Burroughs

I read in Gibbon that the natives of ancient Assyria used to celebrate in verse or prose the three hundred and sixty uses to which²⁵ the various parts and products of the palm tree were applied. The Maine birch is turned to so many accounts that it may well be⁵⁰ called the palm of this region. Uncle Nathan, our guide, said it was made especially for the camper-out ; yes, and for the woodman and⁷⁵ frontiersman generally. It is a magazine, a furnishing store set up in the wilderness, whose goods are free to every comer. The whole equipment of¹⁰⁰ the camp lies folded in it and comes forth at the beck of the woodman's ax ; tent, waterproof roof, boat, camp utensils, buckets, cups, plates,¹²⁵ spoons, napkins, tablecloths, paper for letters or for your journal, torches, candles, kindling wood, and fuel. The canoe-birch yields you its vestments with the¹⁵⁰ utmost liberality. Ask for its coat, and it gives you its waistcoat also. Its bark seems

wrapped about it layer on layer and comes off ¹⁷⁵ with great ease. We saw many rude structures and cabins shingled and sided with it, and haystacks capped with it.

Near a maple-sugar camp ²⁰⁰ there was a large pile of birch-bark sap buckets, — each bucket made of a piece of bark about a yard square, folded up as ²²⁵ the tinman folds up a sheet of tin to make a square vessel, the corners bent around against the sides and held by a wooden ²⁶⁰ pin. When, one day, we were overtaken by a shower in traveling through the woods, our guide quickly stripped large sheets of the bark from ²⁷⁵ a near tree, and we had each a perfect umbrella as by magic. When the rain was over, and we moved on, I wrapped mine ³⁰⁰ about me like a large leather apron, and it shielded my clothes from the wet bushes. When we came to a spring Uncle Nathan would ³²⁵ have a birch-bark cup ready before any of us could get a tin one out of his knapsack, and I think water never tasted ³⁵⁰ so sweet as from one of these bark cups. It is exactly the thing. It just fits the mouth, and it seems to give new ³⁷⁵ virtues to the water. It makes me thirsty now when I think of it. In camp Uncle Nathan often drank his tea and coffee from ⁴⁰⁰ a bark cup; the china closet in the birch tree was always handy, and our vulgar tinware was generally a good deal mixed, and the ⁴²⁵ kitchen maid not at all particular about dish-washing. We all tried the oatmeal with the maple syrup in one of these dishes, and the ⁴⁵⁰ stewed mountain cranberries, using a birch-bark spoon, and never found service better. Uncle Nathan declared he could boil potatoes in a bark kettle, and ⁴⁷⁵ I did not doubt him. Instead of sending our soiled napkins and table spreads to the wash, we rolled them up into candles and torches ⁵⁰⁰ and drew daily upon our stores in the forest for new ones. But the great triumph of the birch is, of course, the bark canoe. ⁵²⁵ The design of a savage, it yet looks like the thought of a poet; and its grace and fitness haunt the imagination. I suppose its ⁵⁵⁰ production was the inevitable result of the Indians' wants and surroundings, but that does not detract from its beauty. It is, indeed, one of the ⁵⁷⁵ fairest flowers the thorny plant of necessity ever bore.

THE WASHINGTON ELM

L. L. Dame

At the north end of the Common in Old Cambridge stands the famous Washington Elm, the most famous of American trees. It is of goodly²⁵ proportions, but as far as girth of trunk and spread of branches constitute the claim upon our respect, there are many nobler specimens of the⁶⁰ American elm in historic Middlesex.

Extravagant claims have been made with regard to its age, but it is extremely improbable that any tree of this⁷⁵ species has ever rounded out its third century. When Governor Winthrop and Lieutenant-Governor Dudley, in 1630, rode along the banks of the Charles in¹⁰⁰ quest of a suitable site for the capital of their colony, it is barely possible that the great elm was in being. The life of¹²⁵ the tree, however, probably does not date farther back than the last quarter of the seventeenth century. In its early history there was nothing to¹⁵⁰ distinguish it from its peers of the greenwood. When the surrounding forest fell beneath the ax of the woodman, the trees conspicuous for size and¹⁷⁵ beauty escaped the general destruction; among these was the Washington Elm; but there is no evidence that it surpassed its companions.

But when troublous times²⁰⁰ came, and the murmurings of discontent were voicing themselves in more and more articulate phrase, the old tree must have been privy to a good²²⁵ deal of treasonable talk — at first whispered, with many misgivings, under the cover of darkness; later, in broad daylight, fearlessly spoken aloud. The smoke of²⁵⁰ bonfires, in which blazed the futile proclamations of the king, was wafted through its branches. It saw the hasty burial, by night, of the Cambridge²⁷⁵ men who were slain upon the nineteenth of April, 1775; it saw the straggling arrival of the beaten, but not disheartened, survivors of Bunker Hill; ³⁰⁰ it saw the Common — granted to the town as a training field — suddenly transformed to a camp, under General Artemas Ward, commander in chief of³²⁵ the Massachusetts troops.

The crowning glory in the life of the great elm was at hand. On the twenty-first of June, Washington, without allowing³⁵⁰ himself

time to take leave of his family, set out on horseback from Philadelphia, arriving at Cambridge on the second day of July. Sprightly Dorothy⁸⁷⁶ Dudley in her Journal describes the exercises of the third with the florid eloquence of youth.

"To-day, he (Washington) formally took command, under one⁴⁰⁰ of the grand old elms on the Common. It was a magnificent sight. The majestic figure of the General, mounted upon his horse beneath the⁴²⁶ wide-spreading branches of the patriarch tree; the multitude thronging the plain around, and the houses filled with interested spectators of the scene, while the⁴⁶⁰ air rung with shouts of enthusiastic welcome, as he drew his sword, and thus declared himself commander in chief of the Continental Army."

Great events⁴⁷⁶ which mark epochs in history bestow an imperishable dignity even upon the meanest objects with which they are associated. When Washington drew his sword beneath⁶⁰⁰ the branches, the great elm, thus distinguished above its fellows, passed at once into history, henceforward to be known as the Washington Elm.

523 words.

From Stone and Fickett's *Trees in Prose and Poetry*.

HOLMES'S SCHOOL DAYS

Oliver Wendell Holmes was sent to school when he was a very little boy. The school was in Cambridgeport; and the little fellow had a²⁶ long walk across the green fields and through the lanes, for there were very few houses standing there then. His first teacher was a stout⁶⁰ lady whom the children called "Dame Prentiss." She used to have a long willow rod which reached across the room. If the children were idle⁷⁶ or in mischief, she would touch them with this rod to remind them that it was time to study. The boys in Cambridgeport used to¹⁰⁰ make fun of Oliver and tease him. One day he went to school wearing a new hat with a wide brim. "Hullo you, Sir!" said¹²⁶ a roguish boy, "did you know there was going to be a race to-morrow?" "No, who's going to run? Where's it going to be?"¹⁵⁰ "Squire Mills and Dr. Williams 'round the brim of your hat." Then the boy made a face, and Oliver knew he was making fun of¹⁷⁶ him.

The future poet was full of childish fancies. He would throw a stone at a tree to get the answer to a question. If²⁰⁰ he hit the tree, he would think the answer was "Yes." When he was walking he would try to step from one stone to another,²²⁵ or else walk upon the patches of grass. There was a glove-maker whose store he used to pass on his way to school. This²⁵⁰ man had hung out a large wooden hand for a sign, and the wind made it swing and creak, which frightened the little boy. "Oh,²⁷⁵ that dreadful hand!" he said, "always hanging there, ready to catch a little boy, who would never come home to supper, or see his mother³⁰⁰ again." A wooden pail of drinking-water stood in the schoolroom, and the children had a brown mug from which they drank. The pail was³²⁵ made of white pine, and it gave the water an odd taste. Oliver always remembered the taste of that water, and the mug with the³⁵⁰ piece broken from the rim. The children thought that a red-cheeked, curly-haired boy named Edmund had bitten the piece out one day when³⁷⁵ he was in a hurry for a drink. When Oliver grew a little older, he went to another school in Cambridgeport.

He was a boy⁴⁰⁰ who thought. He often wondered why certain things came to pass, and tried to find some reason for what he saw. He noticed how articles⁴²⁵ wore out, one part giving way at a time. Sometimes things would break down instead of wearing out. He could understand why it was so⁴⁵⁰ with some things; but oftentimes with other things there seemed to him to be no cause for it. One day he said to his brother⁴⁷⁵ John, "If you should make something, and have each part of it just as good as every other part, it would all go to pieces⁵⁰⁰ at once, would n't it?" After many years had gone by and he had grown to be a man, he put this idea into a poem.⁵²⁵ This poem was about a Deacon who was going to have a chaise. A chaise is a two-wheeled carriage with a covered top. Some⁵⁵⁰ people used to call it a "shay." The Deacon decided to make every part of his chaise so strong that it could never break down.⁵⁷⁵ He found the strongest oak wood to make the floor and spokes and sills. He sent for lancewood to make the thills and got the⁶⁰⁰ best wood for every part. The finest of steel made the springs, and the strongest

buffalo hide was used to cover the top, boot, and ⁶²⁵ dasher. When it was finished each part was as strong as could be made, and the Deacon looked with pride upon his work. The chaise ⁶⁶⁰ was a wonder. The Deacon and his wife used it all their lives; so did their children and their grand-children. At last it had ⁶⁷⁵ been used for a hundred years. It then belonged to a parson, and it began to show that it was old; but one part was ⁷⁰⁰ still as good as another, and it showed no sign of breaking down.

One morning the parson was driving in the chaise and thinking about ⁷²⁵ the text for his next Sunday's sermon, when all of a sudden there was

— First a shiver, and then a thrill,
Then something decidedly like ⁷⁵⁰ a spill,—
And the parson was sitting upon a rock.

Where was the poor old chaise? It had gone entirely to pieces. Every part was ⁷⁷⁵ worn out at the same time, for each part was as strong as the other. When the parson got up and looked around, he found ⁸⁰⁰ the pieces of the old chaise all in a heap,—

As if it had been to the mill and ground!

After his year of study ⁸²⁵ at the Academy in Andover, Oliver was ready to enter Harvard College. He proved to be a good student, and wrote many poems during his ⁸⁵⁰ college course. Many in his class became famous men. They in after years used to meet and talk of their college days. Mr. Holmes was ⁸⁷⁵ chosen class poet, and he wrote several poems in honor of "The boys of '29," as he called them. One of these "boys" was the ⁹⁰⁰ Rev. S. F. Smith, who wrote the poem beginning "My country, 't is of thee." The words of this poem have been long sung to the ⁹²⁵ familiar tune of "America." One of Holmes's first well-known poems was "Old Ironsides," the nickname given to the warship "Constitution." This noble vessel came ⁹⁵⁰ into Boston Harbor, one Fourth of July, firing a salute. She had been a fine ship, and had won many victories in the service of ⁹⁷⁵ the country. It was found that the wood in some of her timbers was unsound, and it was proposed to break her up. The people ¹⁰⁰⁰

loved the old ship, and did not wish to have her destroyed. Doctor Holmes felt so indignant that he wrote a poem resenting this proposed ¹⁰²⁵ action. It was written one afternoon as he sat beside a window in his home at Cambridge. He said in his poem it would be ¹⁰⁵⁰ a shame to tear down her banners and strike away her masts. It would be better to nail her flag to the mast, set her ¹⁰⁷⁵ sails, and let her ride upon her ocean home until she found a grave beneath its waves. This poem so stirred the hearts of the ¹¹⁰⁰ people that the grand old ship was saved.

After his graduation at Harvard, Mr. Holmes went to Boston to study medicine. He was there three ¹¹²⁵ years, from 1830 to 1833, when he sailed to Paris to complete his studies. He came back in two years and opened a doctor's office ¹¹⁵⁰ in Boston. He was so bright and cheerful that every one liked him. It made them feel better to see his cheery smile. After a ¹¹⁷⁵ few years he gave up the practice of medicine and devoted himself for nearly forty years to giving lectures at the Harvard Medical School in ¹²⁰⁰ Boston.

In his spare time he wrote many works, both in prose and verse. All of his writings have been widely read. During most of ¹²²⁵ his life Doctor Holmes lived in Boston; his different homes overlooked the river Charles, which he loved so well. He lived to be very old ¹²⁵⁰ and died in 1894. Few men have been admired and respected as was Doctor Holmes for his genius as a writer and his rare character ¹²⁷⁵ as a man.

From Cyr's Third Reader.

1278 words.

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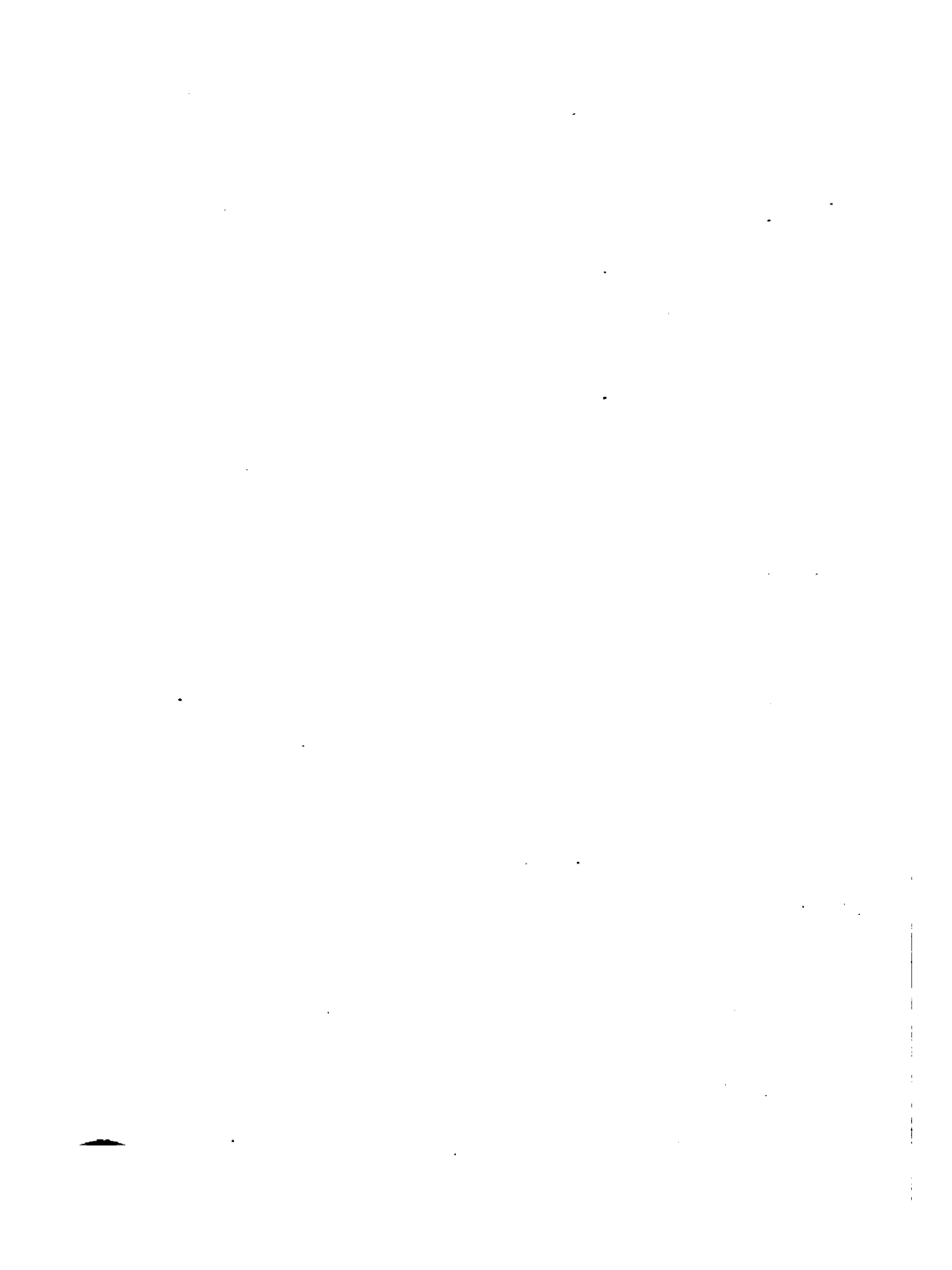
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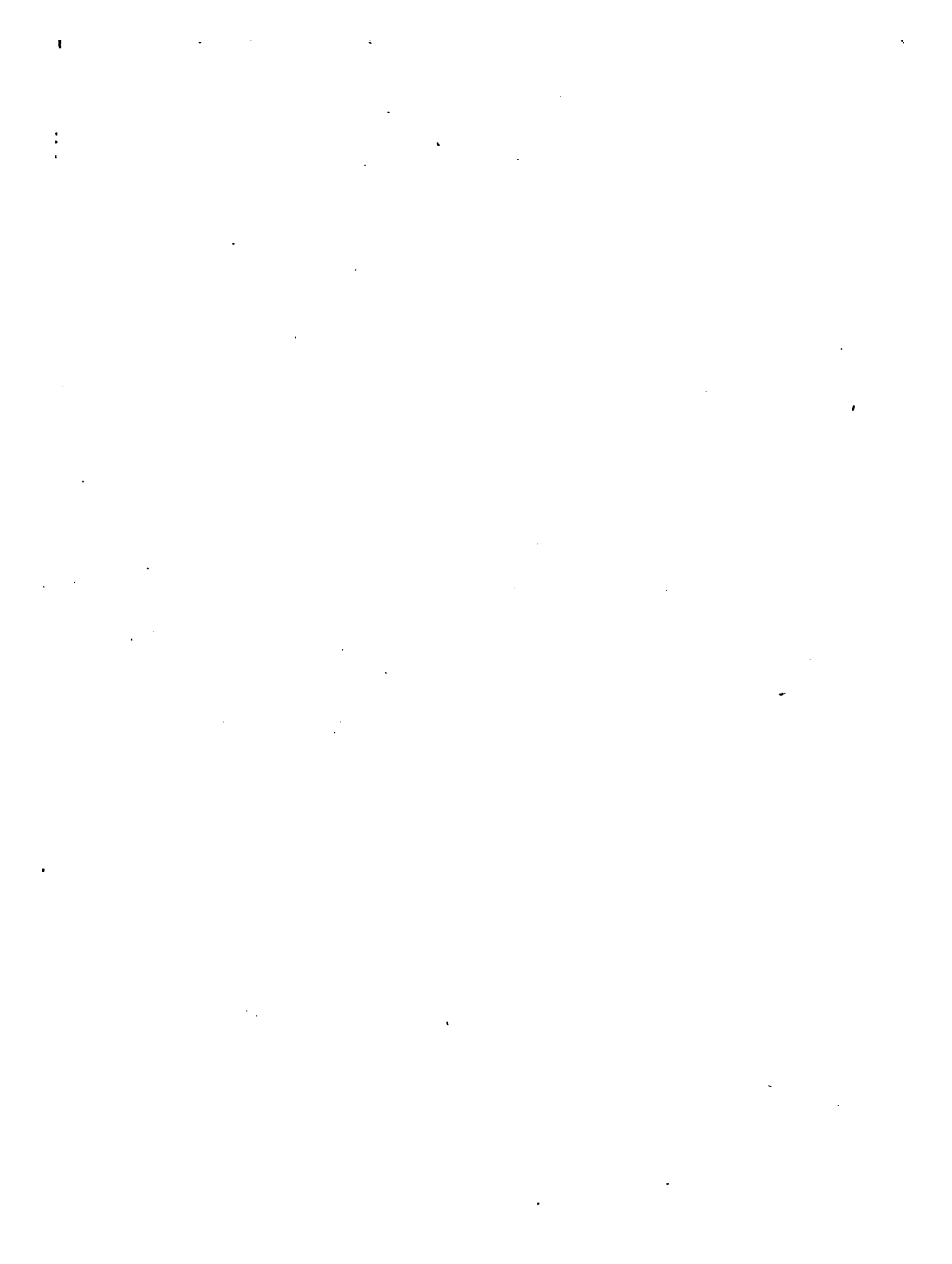
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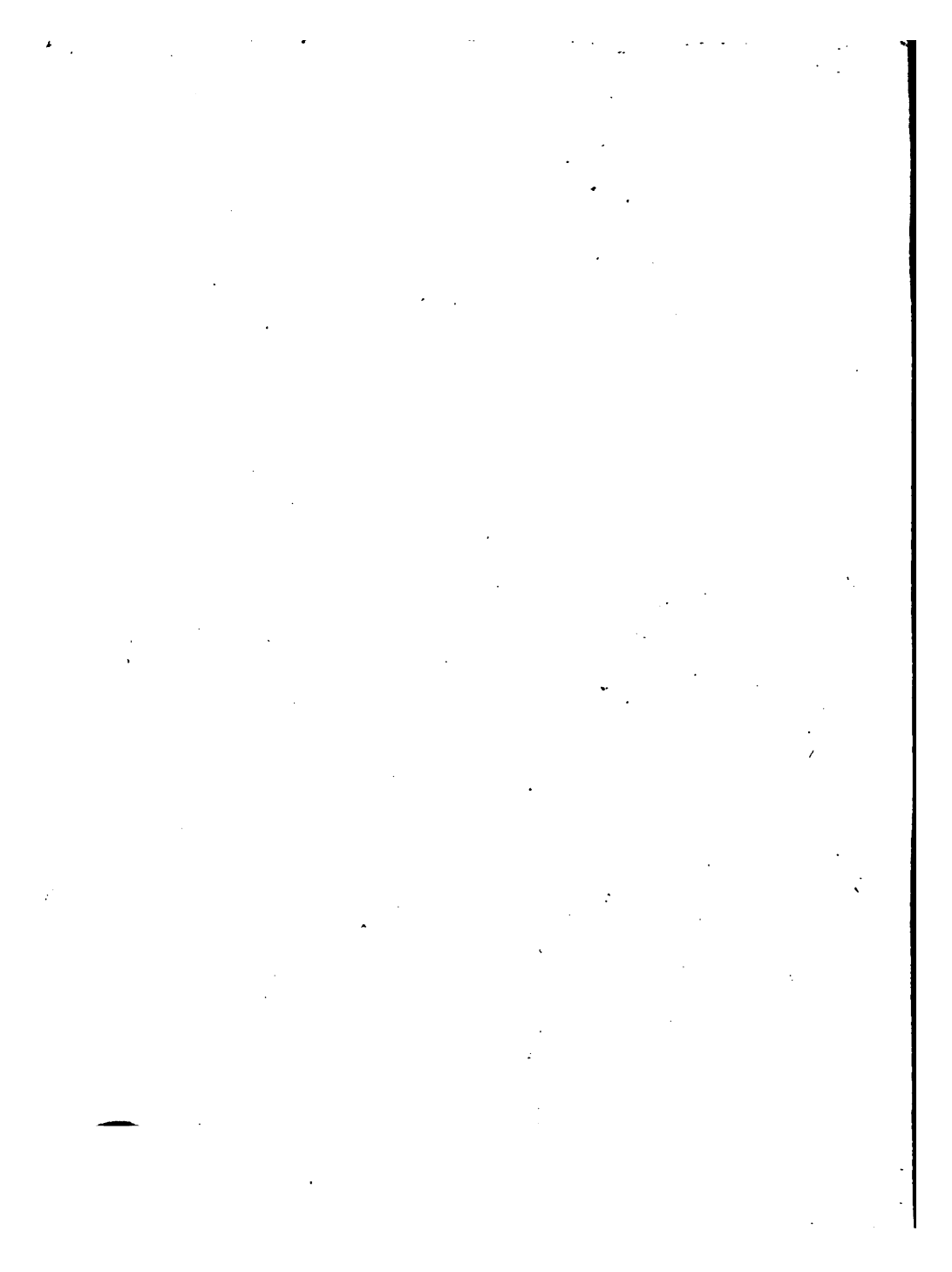
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